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ABSTRACT

This report is meant to be a tool for the recognition and resolution of a major concern at Los Angeles City College--vocational education programs for the disadvantaged. It is intended to help the college develop programs in which the disadvantaged can successfully function and from which he can enter the world of work as a competent and skilled individual. The results include the following: (1) findings from a review of the existing vocational education curricula, (2) an in-depth discussion of the national concern of vocational education for the disadvantaged, (3) suggested solutions to problems, (4) an analysis of the college community population, (5) labor market trends and needs, (6) program planning, development and operation, (7) curriculum development and coordination, (8) guidance and counseling services, (9) an educational model, (10) public information, (11) future plans and needs, and (12) an evaluation. Specifically the report contains three sections. Section I is concerned with forming a general or philosophical base for programs. Section II incorporates much of the documentation that is essential in establishing the validity and justification for the programs. Section III presents the specific model and the overall programs for use by the College as a guideline in their formulation of a long-range plan for vocational education for the disadvantaged. (Author)

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VOCATIONAL EDUCATION for the Disadvantaged

A NEW DIMENSION

by DON LOVE

Los Angeles City College

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MEMORANDUM

TO: The ERIC Clearinghouse on Vocational and Technical Education
The Ohio State University
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FROM: (Person) ROBERT J. DARLING (Agency) California Research Coordinating Unit

(Address) State Dept. of Education, 721 Capitol Mall, Sacramento, California 95814

DATE: May 24, 1971

RE: (Author, Title, Publisher, Date) Don M. Love, MA, "VOCATIONAL EDUCATION FOR THE DISADVANTAGED - A NEW DIMENSION", published by Don Love , Los Angeles City College

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Occupational Focus Career Planning and Orientation
Geographic Adaptability Most low income urban areas.
Uses of Material
Users of Material Teachers, Administrators, Counselors, Voc. Rehab. Counselors, Urban Planners, TV Writers.

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Teacher Competency Open mind.
Student Selection Criteria Low income usually minorities in urban centers.
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VOCATIONAL EDUCATION
for the
DISADVANTAGED
a new dimension

Prepared for Los Angeles City College

JUNE--1970

by Don Love
Los Angeles City College

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TABLE OF CONTENTS

Page

LOS ANGELES CITY COLLEGE

FOREWORD

SECTION I INTRODUCTION

I. Vocational Education For The Disadvantaged 1
II. Questions of Definition and Identification 6
III. The Role of Supportive Services 18
IV. Towards A solution Through Vocational Education 26

SECTION II SURVEYS AND LABOR TRENDS

I. Establishing A Fact Base 1
II. LACC BUSINESS AND INDUSTRY SURVEY 1
III. LACC Advisory Committee Meeting 5
IV. Labor Trends 6
V. LACC SOCIAL SERVICES SURVEY 15
VI. LACC OCCUPATIONAL CURRICULA SURVEY 17

SECTION III A COMPREHENSIVE MODEL FOR LOS ANGELES CITY COLLEGE

I. LACC MODEL for Vocational Education for the Disadvantaged 1
II. Identification Methods 1
III. Counseling and Guidance 7
IV. Curricula Development 19
V. Summary of Public Service Careers Program 29A
VI. Local Government Program 29B
VII. Suggested College Curriculum Guidelines 31
VIII. In-Service Training 33
IX. Outreach 34

APPENDIX

I. Bibliography of Related Publications .... Appendix 1
II. Definition of Terms 2
III. Personal Interviews 3
IV. Advisory Committee 4
V. Survey Instruments 5

LOS ANGELES CITY COLLEGE

Los Angeles City College is located near the center of the city, and is a large comprehensive college with a total enrollment, including part time and evening students, of about 18,000.

The college is a two year community college offering courses for transfer to a university or four-year college, and offering vocational preparation in semi-professional and technical areas.

To the east and south of the campus lie the most massive concentrations of the ethnically segregated and economically disadvantaged communities in the metropolitan area. The college estimates that approximately 50% of the student body comes from minority backgrounds. Roughly 32% are socio-economically disadvantaged and of this group Black students comprise the majority followed by Spanish Surname, Oriental, American Indian, and other Non-White.

The economic composition of the college community and feeder schools are discussed in the report.

FOREWORD

This report ~~is a first step.~~ It is meant to be a tool for the recognition and resolution of a major concern at Los Angeles City College---Vocational Education Programs for the Disadvantaged. It is hoped that the report will be useful in assisting the college towards the development of programs in which the disadvantaged can successfully function and from which he can enter the world of work as a competent and skilled individual.

The results include the following: Findings from a review of the existing vocational education curricula, an in-depth discussion of the national concern of Vocational Education for the Disadvantaged, suggested solutions to problems, an analysis of the college community population, labor market trends and needs, program planning, development and operation, curricula development and coordination, guidance and counseling services, an educational model, public information, future plans and needs, and an evaluation.

Specifically the report contains three sections. Section I is concerned with forming a general or philosophical base for programs. It established the roots and is, more or less, the launching pad for the specific proposals contained in the report. Section II incorporates much of the documentation (surveys, statistics, charts, etc.) that is essential in establishing the validity and justification for the programs. Section III presents the specific model and the overall programs for use by the College as a guideline in their formulation of a long-range plan for Vocational Education for the Disadvantaged.

As a result of the current focus on the disadvantaged nationally, there was a vast amount of literature available. Primary sources were the Federal and State Government, public and private social service agencies, colleges and universities.

A primary problem in collecting data at Los Angeles City College specifically, came because one-to-one identification of the disadvantaged is such a new idea here. Because of a lack of insight and knowledge, the college was unable to supply statistical data on enrollment of disadvantaged students in vocational programs, employment placement figures, and other like information. These difficulties are discussed in detail in the findings of the report.

As stated above, this report is only a first step. It does, however, point the way. In closing, our gratitude is extended to Hoskins & Associates, Consultants in Human Resources Development, whose invaluable assistance made this first step possible.

SECTION I

SECTION I

I. VOCATIONAL EDUCATION FOR THE DISADVANTAGED

The Roots

There has been much legislation in the history of America relative to Vocational Education and the Disadvantaged. Legislative traces can be found as far back as 1785, and the Morell Act of 1862. The Smith-Hughes Act of 1917 and the George-Burden Act of 1946, set forth legislation towards supplying trained manpower for certain areas of the economy.

In 1958, the National Defense and Education Act placed great emphasis on science and mathematics; therefore, the Area Redevelopment Act evolved dealing with the need for technical training for the unemployed. The Manpower Development and Training Act (MDTA) developed as a result of close scrutiny by President John F. Kennedy of the status of Vocational Education in America. He appointed a panel to study this problem, with three specific areas in mind: (1) the history, (2) where we are now, and (3) where we are going. As a result of the panel's work, the 1963 Vocational Education Act was evolved.

The thrust of the Vocation Act of 1963 was to provide vocational education oriented to the needs of people rather than to the rigid categories of a few occupations. The concept of the Act was to do two distinct things:

(1) Change vocational education from training in selected occupational categories to helping to prepare all groups of the community for their place in the world of work.

(2) Make vocational education more responsive to the needs of persons with special difficulties, thus preventing their failure in regular vocational programs.

This can be considered an important landmark in vocational education ---that Vocational Education should direct its efforts in some way to those students having academic, socio-economic, or other handicaps. The Act made Federal funds available for this specific purpose and further created an Advisory Council on Vocational Education to evaluate the administration of the legislation and its impact.

In 1966, that Council made recommendations out of which developed the 1968 Ammendments to the National Vocational Education Act. Citing the fact that the original 1963 Act had fallen short in fulfilling its major purposes, the Council recommended that a substantial portion of vocational education funds be reserved for the "hard-to-reach" and the "hard-to-teach."

The mandate of the 1968 Ammendments was perfectly clear. The educational community should break down the barriers between the academic, general, and vocational curricula so that no young person would be denied the opportunity to prepare for work that suited him as an individual. The education he received should provide a foundation that would not shatter beneath him as he moved from job to job in the fast-changing tempo of the American economy.

The 1968 Ammendments authorized more than double the amount that was currently being spent in vocational education programs. That meant $260 million in 1968, $542,100,000 in 1969, $857,650,000 in

1970, $870,150,000 in 1971, and $910,150,000 in 1972. But the key aspect of the Amendments was that it opened up opportunities to carry out programs of occupation preparation in local communities throughout the nation so that they could tailor their own programs to the needs of the people.

The most important aspect of the 1968 legislation was that it earmarked funds for disadvantaged "people" and not occupational "slots." In the past, much of the money was tied to occupational classifications which did not fit the disadvantaged. Now, new careers could be developed that would meet these students needs. Congress has indicated its clear intent that top priority go to the disadvantaged. Instead of being permissive, the new law required that at least 15% of the basic Federal allotment be used for the disadvantaged.

The Act specifies that funds are available only to pay for that part of such additional cost of program modifications or supplementary special education services as are reasonably attributable to disadvantaged persons. They are meant to be a supplement to Local and State funds, so that all persons in all communities could have ready access to vocational education suited to their needs, interest, and ability to benefit therefrom. The significant consideration, of course, was for the needs of each student to prevent trucking them into lower level vocational education and to prevent any stigma from being attached to the student because of his special needs.

In its first report, the Advisory Council pointed out that Vocational Education in the United States suffers from a national preoccupation that everyone must go to college. Government at all levels---school administrators, teachers, parents and students---they are all guilty of the attitude that Vocational Education is designed for "somebody else's" children. What is needed, they stated, is a new respect for Vocational and Technical Education as career preparation, at all levels.

The concerns, as expressed by the Advisory Committee, are in three areas:

(1) For persons who are flowing into the pool of unemployment. This concern should be as strong as that for those already unemployed or underemployed.

In 1968, the Federal Government allocated $1.6 Billion in support of recruiting, counseling, educating, training and job placement efforts for approximately one million men and women who suffered under economic, educational or physical handicaps. Labor Department statistics, however, indicate that the unemployment rate in our poverty neighborhoods has shown no over-the-year improvement.

In an average year, 700,000 young men and women drop out of the Nation's schools before graduating. Some of these dropouts find jobs, but many of them flow into the pool of unemployed, lacking the skills and preparation which would make them employable. To reduce this flow, in the fiscal year of 1968, the Federal Government spent $65 Million for part-time jobs designed to keep youth in school and provide some portion---$10 million would be a generous estimate ---of a total Vocational Education expenditure of $262 Million, for the career training of the disadvantaged.

(2) For directing the disadvantaged into the mainstream of Vocational and Technical Education as career preparation, rather than into separate programs.

Federal legislation, now encouraging the development of separate programs for the disadvantaged, is discouraged by the Advisory Council. Such programs appear to shut the door on career advancement. What the disadvantaged want and need is access to vocational and technical programs for career preparation in the mainstream. Counseling, tutoring and other support and assistance are essential, but separateness destroys dignity. The Council recommended that supportive services be used to get the disadvantaged persons from where they are to where they should be.

(3) That Federal funds be used primarily to cover the additional costs of Vocational and Technical Education as career preparation as distinguished from the total costs of such education.

The Council stated that an appropriate Vocational program might cost the Federal Government between $1,500 and $3,000 per student, if that student were to enroll in a separate, fully Federal-supported effort, but a fraction of that amount if the Federal Government paid only the extra cost of the Vocational program for that student in a mainstream secondary or post-secondary schools.

The concerns of the Advisory Council are almost totally mirrored in the 1968 Amendments to the Vocational Education Act. The Amendments call for important changes of emphasis in American education. They provide the opportunity for State and Local Educators to tailor their programs to the needs of the people and, in this case, disadvantaged people particularly. What the Act does is open doors previously locked tightly. It presents opportunities for educators to be truly creative in developing programs for persons who must bridge the gap between "learning and earning."

II. QUESTIONS OF DEFINITION AND IDENTIFICATION FOR THE DISADVANTAGED

Introduction

The disadvantaged---just who and what are we talking about? That one term---disadvantaged---conjures up as many ghosts and nightmares as there are days in the year, or even minutes in the day. Even granting an understanding of our framework in Vocational Education, definition and identification of the disadvantaged is a task of some magnitude. Let us begin by considering a broad definition derived from Federal and State guidelines.

> Disadvantaged persons are those who have academic, socio-economic, cultural or other handicaps which prevent them from succeeding in regular Vocational Education Programs designed for persons without such handicaps. For those reasons, they require specially designed educational vehicles, related

> services, or both, in order for them to benefit directly. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large. It does not, however, include physically or mentally handicapped persons unless such persons also suffer from the above mentioned handicaps.

Much about the disadvantaged, however, is left unsaid in the preceding paragraph: Things like where are they and why are they and most important, who are they. If the parameters of this study and proposals are to have any pertinence whatsoever, the disadvantaged must be more precisely identified through their backgrounds, surroundings, attitudes and aims. Only then can the true challenge of Vocational Education in this area be understood and overcome.

A Demographic View

The most obvious place to find the disadvantaged in this country is among the minority groups: Negroes, Puerto Ricans, Mexican-Americans, Indians, Cuban refugees, Appalacian Whites, and the migrant poor.

The disadvantaged are concentrated in the central city slums or the rural depressed areas, where the quality of the schools and the academic achievement of the pupils tend to be below the national average. Their parents have low educational achievement and low incomes as well. Their home situation often does not allow them access to books and thus, there is little incentive to develop reading skills. So begins the downhill slide. Conventional school settings and the overpowering "system" disillusion and frustrate them. As often as not, the "slow learners" in the classroom do not qualify nor would they probably succeed in traditional vocational schools.

The disadvantaged have low-level reading ability, limited vocabulary, poor speech construction and diction, and are relatively slow in performing intellectual or verbal tasks. Considered misfits or disrupters, they retaliate with hostility and unruliness, or with passivity and apathy. Ultimately, they drop out. Their experience in school has warped their own view of themselves, has made them look at themselves as failures when, in fact, as often as not the schools and teachers have failed them. They drop out of an educational system that has not addressed itself to their needs, and drop into the world of work almost totally unprepared to succeed.

The work history of the disadvantaged has been characterized by unemployment or underemployment in menial or deadend jobs. Many have had no opportunity to consider a vocational goal. They do not believe most promises made to them because most have ended in disappointment. In their opinion, the "establishment" has abused them and they often react with hatred and rage. Discrimination and segregation have taken their toll in feelings of self-doubt, self-hatred, humiliation and inferiority.

The disadvantaged are caught up in an ugly demographic complex that include interacting problems of family, community health, housing, education, transportation and the law. All tend to produce varying degrees of immobility. The ability to learn is hampered by living and school conditions. Thus, the ability to succeed is equally limited. The disadvantaged are isolated from the dominant cultural influences. In most cases, their deficiencies can be viewed as the cumulative effect of environmental factors that have victimized them and impaired their development, perhaps permanently.

A Profile of the Disadvantaged

The demographic picture is a bleak one, and the disadvantaged individuals reaction to his environment is not pleasant, to say the least. But if he can act with hatred towards that environment, he can act also with resourcefulness. And this resourcefulness, if it can be accurately pinpointed and directed, is the key to the successful development of Vocational Education Programs on their behalf.

We have seen what the environment, and the unrealistic school system does to the disadvantaged person. Revolt and rejection are part of the built-in defense mechanism. The disadvantaged person wants, like all young people, to do things that will gain the approval and attendant rewards from his peers and superiors. That such approval and reward are withheld from the disadvantaged youth, is the first step towards anti-social reaction on his part.

Studies have made it quite clear that the disadvantaged youth has genuine potential. Consider the following characteristics related to his abilities for learning in school:

(1) He is creative, motivated, and proficient in areas where his interests lie. If, however, he feels a thing has little or no relevance to his needs (as he perceives those needs), he will consider it useless or a waste of time. He is particularly wary of abstract ideas, future projections, or subject matter which he has never understood in terms of its purpose in his overall education.

(2) He is capable of working proficiently and industriously on a specific task or assignment which has a purpose for him (e.g. taking courses which will result in a job or scholarship leading to a career.)

(3) He has a capacity to form close and loyal personal relationships, particularly among his peers. He finds among them the needed support he so seldom gets from adults. However, once an adult finds the key to his friendship and trust, especially in times of crisis, the loyalty and support of the disadvantaged youth towards that adult is sustained.

(4) As with all young people, unusual experiences make a keep and lasting impression on him. By not having parents who converse with him and remind him of past happenings in his life, he will best remember repetitive events and experiences of importance to him.

(5) He makes mental associations with familiar objects which often differ greatly with those made by the general public (e.g. a building with a storefront is as likely to represent a church as one with a steeple.)

(6) Nonpersonal references mean little to him. He finds it difficult to visualize or imagine impersonally, because he has not been encouraged to use his mind in this fashion. He believes only what he can see, feel and prove.

These are real points of capability. Overlay them on the existing educational situation as it relates to the disadvantaged youth, and what you have is an attitudinal map that is uncomfortably easy to chart. He sees the school day as long and tedious. The education he is receiving seems to lack relevance to his future life and needs. The school system often fails to recognize and respect his culturally different background.

Many teachers lack an understanding of his special needs and problems, or simply ignore them. Little or no special instruction and attention are provided which might help him fit into regular school programs. In the view of the disadvantaged youth, too much school time is spent on discipline. Staff members are occasionally involved in physical conflict with the students. (He is already too familiar with this type of violence from adults in his own environment, and this type of negative reinforcement in school is hateful to him.) Lastly, and most important, he does not feel that the school system is giving the kind of counseling, encouragement and general support needed for him to enter the world of work. Thus, he leaves school unprepared for a job. When he encounters discrimination or failure in job seeking because of age, race or poor educational background, how can he honestly believe that a return to school will improve his situation.

Certainly, the cycle is a vicious one. We have seen the attitudes, aims and talents of the disadvantaged youth mirrored against a system which in almost all instances is unbearable to him. By the same measure, we have seen teachers and schools confronted with young people of low achievement, low intelligence test scores, poor attendance records, health problems, high dropout rates, and cultural differences which sometimes make them hard to assimilate into a majority culture. The teachers' vision is often obscured by preconceptions, and just as often by the pressures of the classroom schedule or inappropriate classroom offerings which reduce their ability to be aware of each student as an individual.

It seems at times like two different worlds which are totally unaware of each other. And that, of course, is the real challenge of Vocational Education for the disadvantaged. We must be able to identify the special needs and develop the unused talents of this group. Recognizing (1) their yearnings, ambitions and potential as being as great as any others', and (2) that they are not "freaks" with obtuse motivations, we can make the all-important first steps in giving them support and encouragement, early success experiences and the skills needed to cope with the inherent frustrations of the environment in which they live.

The Disadvantaged---Identification in Action

Basic characteristics in the definition and identification of the disadvantaged, with particular emphasis on how that group relates to the existing educational system have been explored. Obviously, the conclusions, drawn from a great number of sources, give only the broadest view of the stituation. Several specific agencies have had the same problem of identification of the disadvantaged, and these are presented in order to (1) reinforce the findings, and (2) lend added perspective to the overall problems involved.

The Department of Labor---The following profile of characteristics were found to be held in common among the disadvantaged by the Department of Labor. Each item defines in general something that must be done, although (Department of Labor warns) methods for accomplishing it may vary.

A. General characteristics

1. The average enrollee will have completed less than high school. Further, reading, writing, and arithmetic skills capability will generally be lower than the grade level completed in school. It will be necessary to verify overall capabilities by testing.

2. In many enrollees, learning has been and will continue to be hampered by living conditions, personal problems, and negative attitudes toward a "school" situation. The various problems will have to be identified through the development of personal rapport between staff and enrollees; staff will have to be able to give supportive help.

3. Many enrollees will be silent and uncommunicative. This may be due to a shyness born of fear or inhibition. Or it may be due to a lack of vocabulary or a limited skill in articulation. Whatever the reason, these enrollees will be highly sensitive to tone of voice and facial expression. They will be more dependent than others on communication by nonverbal means.

4. Many enrollees will in effect speak a special "language." They will have an accent and words different from those they will likely encounter in the marketplace. It will be necessary to understand this idiom.

5. Many enrollees will tend easily to aggression, acting out, and limit testing behavior. It will be necessary to establish and communicate clear rules about where and how behavioral limits will be set, and what the rewards and penalties will be.

6. Many enrollees will have a history of failure and self-doubt. To overcome this, and thereby strengthen motivation, the orientation program should include situations in which success can be achieved and recognized.

7. Many enrollees will have deficiencies in nutrition, or problems requiring medical and dental attention. A medical examination should be made early to identify those; where needed, a start should be made on a corrective program.

8. Many enrollees will have outside obligations which make demands on their time. Many women in particular will have household duties and children to take care of outside the hours spent in an orientation program. Some of the men will have part-time jobs which are necessary to sustain their obligations. Orientation program demands must recognize these.

9. Many enrollees will have an inadequate understanding of themselves and how to get along with others. This lack of social skill and a low stress tolerance may have been the chief hindrance in the past to their becoming loyal and productive employees, and may have led to high absenteeism and unemployment. All staff, and particularly counselors, will have to be alert to this and give special attention to overcoming it.

10. Many will have to learn to weigh the pros and cons of an action before taking it. Guidance will have to be given in taking time to think through the possible consequence of an action and weigh the values of tempering impulse with reason.

B. Some positive characteristics

1. Nearly all enrollees have some positive motivation. Many have enrolled on their own initiative. Those sought or solicited by a special outreach program had to give something of assent or they would never have arrived.

2. Contrary to much popular belief, most enrollees are sensitive to habits of speech, dress, and other behavior and can modify behavior quickly. Successful experimental and demonstration projects, for example, have taught "Business Speech" as a "second language" and developed good grooming and dress as "the uniform of the job." The key seems to have been teaching new behaviors as added competencies, not as substitute competitors, and thereby avoiding the appearance of being destructive of what the person was.

3. Also contrary to much popular belief, evidence accumulates that the disadvantaged are not truly alienated from the values of the rest of society. Most aspire to the same kinds of things as the rest of society. Rather, they have despaired of attainment. One does not have to change values so much as to try to teach the skills with which to overcome frustration.

4. Many enrollees will be high in intrinsic abilities. Many have a native wit and endurance to cope "on the streets" or in the subculture of the ghetto. The task is to show them how to use this ability to open up opportunities in a wider world.

For a very large segment of Spanish-speaking minority group members and Mexican Americans, particularly, there are some basic value patterns with respect to time, work, personalism, individualism, and attitudes toward government to which the program should be sensitive:

Time: This is an area of important cultural difference. There is no strong sense of the future among many Mexican Americans. The present is eternal and should be used to enrich the quality of personal life. The Mexican American does not feel himself to be chained to a time machine and his thinking at times does not permit preparation for the future.

Work: The Mexican American is often more interested in building up his social capital than his monetary capital. Work is an important value, but equally important are family, friends, enjoyment of life, cultivation of personal interests, and all of those things which confer social status.

Personalism: To the typical Mexican American, no human relationship is ever quite accepted unless it becomes warm, friendly, intimate, and personal. He does not care for flow charts and rigid tables of organization. The impersonal behavior of Anglos is considered to be rude and uncivilized.

Individualism: Competition, achievement, and success are fundamental Anglo values. Winners gain applause; losers find obscurity. To Mexican Americans, intimate friends, family relationships, responsibilities to dependents, and cultivation of the enjoyable life are valued over the uncertain, brisk, and dangerous world of individual competition and change.

Attitude toward government: Past experiences have developed a profound hostility and suspicion on the part of many Mexican Americans toward most officials. Mexican Americans generally have an acute ability to detect prejudice, insincerity, and hypocrisy.

The State of California---Recognizing the need to adapt its regulations to meet the provisions of the Amendments to Vocational Education Act, the State developed the following criteria to identify disadvantaged persons:

A. Persons With Regular or General Education Needs

1. Students with low achievement scores and who are not classified as mentally retarded.

   For example: Students who are capable of learning, and with the patience and the opportunity to participate in a different kind of program, may be motivated.

2. Students who have not found an interest in learning or in school work as a result of poor educational background and home environment.

   For example: Students who have become alienated and disenchanted with the school system and need encouragement and guidance toward a meaningful general education and vocational program.

3. Students who demonstrate a continued pattern of failing and seem discouraged in their school work.

   For example: Students who are dropout prone and need help to become work-oriented and need encouragement to continue their education for job preparation.

4. Students who have poor speech, low-level reading ability, and limited formal vocabulary who are not mentally deficient.

   For example: A high school student who has lower than seventh grade reading skills.

5. Students who have linguistic barriers.

   For example: Students who come from homes where a foreign language is spoken and students of parents who retain foreign-language idioms despite assimilation into the local culture.

6. Students who have poor attendance records and are not making normal academic progress in regular classes.

   For example: Students who do not attend school regularly and find it difficult to meet the regular academic standards of the high school and who need special supportive services and additional attention.

7. Students who have dropped out of high school and are unemployed or underemployed and need training.

B. Persons with Special Social Needs

1. Persons from hardcore, poverty areas who live apart from the mainstream of the community.
2. Persons who display a negative attitude toward learning and who are plagued by a negative self image.
3. Persons who have high incidences of involvement with the police and are hostile toward law and order.
4. Persons who lack personal motivation and lack experiences with successful "models" of their own ethnic group.

C. Persons with Special Economic Needs

1. Persons from low-income families who have nutritional and other health needs and/or lack adequate finance to obtain essentials for going to school (transportation, school supplies, etc.).
2. Persons whose parents are dependent upon public assistance.
3. Persons who are economically illiterate.

The Los Angeles Unified School District---The District utilizes a multi-phased approach in making a determination of schools serving disadvantaged students. Any school in which four or more of the following criteria are found are considered to be serving the disadvantaged. The criteria are related to school or school service areas where:

. . . . 25 percent or more of the population earn less than $4,000 a year family income.

. . . . 25 percent or more of the population fall below the 30th percentile in reading comprehension.

. . . . the percent of foreign born falls in the 4th quartile.

. . . . the percentage of separated, divorced, widowed, and broken families falls within the 4th quartile.

. . . . the percentage of deteriorated or dilapidated dwellings fall within the 4th quartile.

. . . . the density per room falls in the 4th quartile.

. . . . the percentage of unemployed in the male civilian labor force is more than 10 percent.

. . . . the percentage of adults over 25 years of age who have completed less than 8 years of school is higher than the school district average.

According to the 1960 U.S. Consensuses of Population and Housing, the Los Angeles Metropolitan Area has 138,619 families whose income is less than $4,000 a year.

This chapter has been concerned with definition and identification of the disadvantaged. The view has been both general and specific. It has, however, been a view of the problem. Future chapters will be concerned with solutions, likewise general and specific, to the problems set forth in the above paragraphs.

The remainder of this report will concern itself specifically with the tools and vehicles which are needed to reach the disadvantaged and effect his successful transformation. Such tools and vehicles will include new types of programs, teaching techniques and materials; it will encompass new training for teachers and administrators; it will incorporate new kinds of counseling and supportive services; it will necessitate more vigorous relations with employers, unions and the community at large.

III. THE ROLE OF SUPPORTIVE SERVICES

Introduction-Setting the stage for effective follow-through

We have now identified just what is meant by the term "disadvantaged." We have further drawn general guidelines and made broad-based suggestions as to the kinds of programs needed to properly direct this group, vocationally. But no matter how lucid the definition, how professional the instructors or how sophisticated the Vocational Education curricula, the base can easily crumble without a well-thought-out and effectively implemented supportive system in guidance, counseling and testing services.

We have established the fact that the disadvantaged have problems, needs and goals that can vary significantly from the norm. In much the same manner that teachers must re-orient themselves in order to set the Vocational Education curricula in motion, so also must the counselor, the key to supportive services, make important changes in his handling of the disadvantaged. Traditional counseling simply will not work. We are dealing with a need which, in most cases, calls for direct and immediate action.

A Most Delicate Relationship---The New Role of the Counselor

The only word that adequately describes the importance of the relationship between counselor and disadvantaged student is "critical". It is here that all can be gained, or everything lost. The reason is simple: the counselor is usually the only individual that must meet the student's total situation, educationally, occupationally, socially. It is the counselor who must direct the student towards needed remedial education and tutoring. It is the counselor who must assist the student in vocational selection, training and placement. And it is the counselor who must work with the student on problems of finances, welfare or parole difficulties, marriage counseling, etc., where they may be required. He is the total involving agent for the disadvantaged youth, and he must therefore be equipped to become totally involved.

What is required then of a counselor of the disadvantaged is a kind of an ombudsman who has the facility and often, the strength to meet the student's everyday problems while directing him towards a job objective. To the disadvantaged, the educational system can be a staggering obstacle to his progress, an impersonal monolithic structure that demands of him only that he not staple, spindle or otherwise mutilate his IBM class cards. If that student is to make a successful adjustment within that institution, the counselor must act as his mediator and often, in the case of the disadvantaged, his interpreter. Adjustments are not at all easy, and it is certain that both the counselor and the student will make many if a successful relationship is to develop.

Some Stumbling Blocks

The disadvantaged have been "conned" or "jived" for most of their lives. They do not take people into their confidence easily. When the counselor enters the picture to "help" he is expected to deliver that help. The proper attitude and approach are essential. The slightest hint of condescension or patronization could mean the ending of a relationship before it even begins. All too often there is a tendency to stereotype the disadvantaged into derogatory categories such as "vocational students", "slow learners", "non-achievers" ---just the kind of labels they have fought, or as important, not fought, through most of their educational career. Some counselors, on the other hand are not willing to admit that any special problems exist with such students, even in the face of notably higher dropout rates. But of the two, the counselor with preconceptions towards the disadvantaged student is perhaps more dangerous than the one with misconceptions about him.

The Proper Approach

Perhaps there is no one proper approach in the counselor's dealing with a disadvantaged student. Studies have indicated however that the most effective approach is one that is made with honesty and candor. If the counselor has a real knowledge of cultural variations and their implications for education, and is willing to make innovative assessments of the student's capabilities and interests, no "frills" will be necessary in his approach to that student.

Because, as we have mentioned, the counselor must have total interface with the student, it is probably best to dispense with formalities. As one report suggested, the counselor's office door should remain open.

"There should be a noise level in the background...There should be an air of purposeful activity in the office. The counselor should try to see himself through the eyes of those he wishes to serve...What is strongly urged is the avoidance of traditional institutional approaches." Although it is important to "formally" guide the disadvantaged student towards a change in attitudes and behaviors necessary for adjustment to the world of work, counseling also has a more personal and informal purpose, which is to provide him with a sympathetic, supportive person who can help him handle some of his individual anxieties and problems.

Addressing Social Needs---Specific Supportive Services

We spoke in the introduction to this section, of the counselor's role in terms of the educational, vocational and social needs of the disadvantaged student--in short, his total involvement. It is appropriate at this time to speak of that "social" aspect of the counselor's involvement with the disadvantaged student, because it is clearly the most sensitive area in the relationship.

The counselor must be able to offer assistance in a multitude of areas that wouldn't normally be required of him if working with regular students. However, since such services can often make the difference in whether a disadvantaged student can or chooses to stay within the Vocational program, the counselor must be expert in dispensing or referring students to those services.

What do these services entail? The National Committee on Employment of Youth gives a good summary:

---Medical and dental examinations and treatment to correct the high incidence of such defects among the disadvantaged.

---Case work and psychiatric services.

---Day-care or baby sitters for the young children of female students.

---Legal services for dealing with police and related problems.

---Transportation on facilities (public buses or private cars) to get to distant or inaccessible classrooms or jobs.

---Loan funds for work-related emergencies, such as fares or lunch money or the purchase of work clothes and tools.

---Welfare support and services.

The ability of the counselor to cope with problems such as those listed above is an essential step in sustaining the disadvantaged student's involvement in a Vocational Education program.

The greatest single danger that a counselor faces in "social" assistance is the manner in which he refers the student to one of the supportive services. No greater mistake can be made than the hastily scribbled note handed to the disadvantaged person with instructions to see so-and-so in room such-and-such. Referral must be handled in such a way that the student does not feel or infer that the counselor is "passing the buck" onto someone else. The counselor must remember that he is dealing with an individual who is all too familiar with the "buck passer." The counselor, therefore, in referring a student to someone who can assist him with a supportive service should make sure that he has covered all of his bases. These are simple but essential things, like explaining to the student who he wants him to see and, of course, making sure that so-and-so in room such-and-such will be there when the student arrives.

Counselors and Credentials

The counselor who serves the disadvantaged student in a Vocational Education program obviously requires special talents. He must be well versed in every phase of the curricula offered; he must be an expert in the ever-shifting labor market; he must guide, assist, plan, and mediate; he must understand. But is it necessary that this particular counselor be credentialed? A look at the requirements to become a credentialed counselor might help to explain why (1) there are so few of them around and (2) why they are so weak in occupational guidance skills. To qualify as an elementary, secondary or junior college counselor in California, it is necessary to obtain the Standard Designated Services Credential with a Specialization in Pupil Personnel Services-Pupil Counseling or, as it is popularly called, the SDSCSPPS-PC program. In addition, the State Board of Education requires that at least a Master's degree in social work, rehabilitation counseling, psychology, or qualification as a certified psychologist in California be obtained prior to or in conjunction with a credential. The SDSCSPPS-PC program, some 55-60 units in scope, requires only one class of 3 units (Seminar in Occupational Development) that is related to Vocational Education.

The answer to counseling needs for Vocational Education for the disadvantaged might well be the use of non-credentialed counselors, who have a grasp of the immediate and practical direction that is required here. It seems apparent that the qualifications possessed by a credentialed counselor are not necessarily the qualifications that are going to most effectively assist the disadvantaged student. The use of sub-professionals, closer to the student in age and social background and therefore usually closer to them in attitudes and values, might be the solution. This possibility will be examined in greater detail later. Suffice it to say for now that we must keep an open mind to the employment of qualified, although not necessarily credentialed, counselors in solving the problems of guidance of the disadvantaged student.

The Role of Testing

The question of relevance in traditional counseling techniques is further compounded by the role of traditional testing and its relevance when dealing with the disadvantaged. More and more, this role is being questioned, as it relates to both college preparation in high schools and proper test administration in college itself. It should be noted that the disadvantaged student can be handicapped in a variety of ways when confronted with group tests of aptitude and achievement in common use today. As was pointed out in the Identification section earlier, the disadvantaged student may suffer from a reading disability or related verbal problem. If he does not understand the nature of the test or what good it will do, he will reject it as meaningless.

In terms of college entry, it has been pointed out that traditional testing, in samples of both black and white high schools, has little validity as a predictor of success in the community college, particularly in the remedial and vocational programs. There is presently a lack of useful instruments to adequately assess the possible strengths and weaknesses of disadvantaged who are graduating from high school and who might be recruited into college. Such instruments are essential, because the information gained from them would help in planning new programs and services for those who do go on to college.

The problem of testing the disadvantaged exists equally among high schools and colleges and both must share the responsibility of developing and administering tests under proper circumstances. Generally speaking, the traditional skills, such as reading, spelling and math, should be eliminated from tests. A minimal use of highly verbal instruments, and the substitution of appropriate alternatives, would do much in improving the testing situation for disadvantaged students. Priority in selection of tests should be given to those which appear to challenge the student who traditionally scores low on ability and achievement tests administered by the schools. Such tests might include:

Comparative Interest Index
Find the rule
Mosaic comparison
General Information
Pattern recognition
Mechanical Principles and movements
Maze
Student values
Figure Matrix
Locating information
Path tracing

The purpose of the tests would be to find out whether such new instruments might elicit an average or above average level of performance among disadvantaged students as compared to students generally.

In Conclusion

Like every other aspect of Vocational Education for the disadvantaged, counseling and guidance programs have to be geared to needs that are distinct from those of average students. The counselor, if he can establish a successful relationship with the disadvantaged youth, can then augment his role as mediator between the student and the institution to that of catalyst. He can then serve to not only stabilize the student in programs of real meaning to him, but also to move the institution itself to a better understanding of what that student really needs.

IV. TOWARDS A SOLUTION THROUGH VOCATIONAL EDUCATION

Developing Meaningful Curricula---An Overview

The disadvantaged student is an individual out of touch with the standard techniques and traditional methods of educational instruction. It was pointed out earlier that due to a combination of socio-economic factors in his background, he does not relate to such techniques and methods. He either does not understand them or understands them but at the same time rejects them as meaningless. The key rule is this: a vocational education curriculum will fail if it does not meet the individual needs of each disadvantaged student.

The answer, then, is almost total flexibility in curricula development, based on an in-depth study of the student's interests, character, and abilities. Only from this base of understanding can the instructor guide the student through the programs pertinent to the one goal of any vocational education curriculum, a job for which the student is best suited.

The disadvantaged student responds to different cues, cues which often have to be created for vocational education programs and not drawn from the normal academic curricula. The development of skills within the disadvantaged student, skills that are adaptive and functional, must relate directly to a work-oriented experience or opportunity. Take adaptive skills, for instance. These are concerned with the ability of the individual to organize himself in relation to commonplace work environment requirements, like punctuality, money management, impulse control in tension situations, etc. In many cases, these skills are not present in disadvantaged persons, and must be taught if he is ever to perform satisfactorily in a job situation. Since adaptive skills are simply assumed by most educators and employers, normal curricula will have to be substituted with job-oriented curricula. The same is true with functional skills, like reading, writing, mathematics, etc., which are essential for effective job performance and often missing among disadvantaged individuals. Later in this section, a number of instructional techniques and materials, specifically designed to assist the disadvantaged, will be reviewed. For now, however, it is only important to note that functional skills must be taught within a vocational framework, that related what will be learned with what will be earned. All efforts must be coordinated so that vocational education becomes a combination process between the instructor, the student and the curriculum, in order to make the student employable. Formulae, theories and rules must be abandoned here. What is important to the disadvantaged student is what is concrete, what applies, what works.

Some Instructional Techniques and Materials

The only rule in the development of instructional techniques and materials is to use whatever works. Where verbal skills are lacking, it is often necessary to use non-verbal cues. As employed by the

Newark Manpower Training Skills Center, the process contains three steps:

1. Using the non-verbal materials permits immediate success in the acquisition of knowledge for trainees unable to cope with verbal cues such as text and reference materials.
2. Verbal responses for the non-verbal cues are then used concurrently. This might be considered pattern formation, where the trainee starts to associate the verbal with the non-verbal.
3. After the pattern has been learned, the trainee then elicits the verbal response identified with the non-verbal cue, thus not only deriving knowledge of the topic, but comcomitantly strengthening verbal ability.

The use of three-dimensional models, or overlay transparencies, or whatever works in the given situation thus serves the dual purpose of teaching the subject matter and developing verbal skills.

Many techniques can be quite successful in preparing the disadvantaged individual for a life-time job. Programmed learning is one such method, because it allows the disadvantaged student to break subject matter into small steps and, in a progressive sequence, proceed at his own speed. Visual aids are probably the most widely utilized instructional tools directed at the disadvantaged today. And with good reason.

Closer to on-the-job-training than anything else available today, visual aids, in the form of slide presentations, charts, motion pictures, and closed circuit television, are invaluable. For instance, the flexibility of video-tape recorders can allow the student to view extremely detailed job techniques, to review demonstrations he may have originally missed, or to actually participate in a demonstration and view himself on a re-run. However, nothing can substitute for actual job-like participation, where the method allows the disadvantaged student to practice and improve his skills in work situations.

Effective instruction of the disadvantaged requires flexible and creative instructional techniques, methods and, of course, facilities to house the entire process. To quote from a report prepared by the National Committee on Employment of Youth: "Training and attitude development require the maximum implementation of the most suitable materials and devices which should be so organized that they provide the most lucid presentation, adequate and varied drill, effective review and finally valid evaluation which can be made evident to the trainee." Section Three will deal in detail with specific proposals to implement what has only been suggested here.

Unlocking the Door---Profile of a Perfect Teacher

A teacher of the disadvantaged must have many qualifications; he must know what he is talking about and be able to talk about it in a way that will effectively reach his students. He must be totally aware of every sensitive area in the make-up and background of the disadvantaged. He must demonstrate other qualities, such as:

(1) the ability to be direct with his students---to demonstrate rather than theorize.

(2) the ability to instill confidence in the student by being confident and positive in his own manner.

(3) the ability to work not only with the student but with others working with the student as well (teachers, counselors, etc.) to insure that everything possible is being done to bring the student to and over the threshhold of success.

(4) the ability to plan programs, and then re-arrange them, re-evaluate them or even reject them in favor of the individual needs and pacing of the student.

(5) the ability to tie all subjects to the experiences of the student---and to use illustrations, parables, examples and experiences, etc., to illustrate how a faith in one's own self can conquer all.

It all boils down to the ability of the teacher to relate to each and every disadvantaged student as an individual who wants only the best for that student. It is a concept easily formulated and too seldom executed.

Assisting the Teacher to Assist the Student.

Such teachers as can properly train the disadvantaged are hard to come by. The need for them to adjust to the totally different "reaching situation" is as critical as the student's need to adjust to alien factors in the educational institution. The teacher has as much to learn about the student and his background as the student himself has to learn from that teacher. In-service training is therefore essential if a core of qualified instructors is to be developed from within the school.

Such training can be as elaborate as the particular vocational program demands, but should include the following:

(1) orientation of the teacher to the culture of the disadvantaged, in order to sensitize him to the special problems and needs of that group.

(2) the confrontation of the teacher with actual situations and problems faced by the disadvantaged. This can be accomplished by allowing the teacher to participate in public and private service programs that deal daily with the disadvantaged in their environment.

(3) orientation of the teacher to the specific methods and scope of facilities at his disposal in instructing the disadvantaged.

Again, the purpose here is to suggest, not detail - that will come later. It is important to keep in mind, however, that the teacher, in conjunction with the counseling services, can mean the success or failure of any curriculum. When the curriculum happens to be directed at the disadvantaged, the consequences of failure can be a lifetime of frustration and unemployment.

SECTION II

SECTION II

ESTABLISHING A FACT BASE

This phase of the report deals specifically with documentation, with two ends in mind: (1) to point up how the general information in Section One is reflected in our own community, our own college, and our local businesses and industries; (2) to establish the statistical base for recommendations that appear at the end of this Section, and for the larger and more complex model that comprises Section Three.

Data will be reported here that was compiled from three LACC surveys: (1) Business and Industry, (2) Social Service agencies, and (3) present LACC Vocational program. It was felt that the information solicited from these three groups would serve as valuable inputs in the evaluation of existing programs and problems and further, would assist in future designing of programs to more adequately serve the disadvantaged in Vocational Education. As a supplement to the first survey (directed to Business and Industry), a report on existing and projected labor trends, and how they relate to the disadvantaged, is included.

The Business and Industry Survey

Purpose---The only goal of a Vocational Education program is that, upon the successful completion of that program, the student will have a good job and hopefully the beginning of a satisfactory career. Since Business and Industry will, in most cases, have responsibility for the disadvantaged individual for most of his life, it was deemed essential that attitudes on labor trends, on what is happening with manpower development programs in their area, on what the colleges are and are not doing to prepare the disadvantaged for the world of work, be carefully assayed.

Procedure---Surveys were sent to various firms that met certain pre-established criteria. They were selected on the basis of (1) leadership in their particular field; (2) how their type of employment aligned with existing Vocational curricula at LACC; (3) their reputation for sophisticated and forward-looking programs for the disadvantaged; (4) the proximity, geographically, to LACC of the subject firm.

Findings---The results netted valuable information about current Business and Industry attitudes and objectives, as they relate to the subject. Listed below are the survey findings in statistical form.

TRENDS IN ENTRANCE LEVEL JOB OPPORTUNITIES

	UP	NC	DN
PROFESSIONAL, TECHNICAL, MANAGERIAL CAREERS	18	11	1
CLERICAL AND SALES OCCUPATIONS	19	9	0
SERVICE OCCUPATIONS	16	10	0
SKILLED OCCUPATIONS	19	6	2
SEMI-SKILLED OCCUPATIONS	8	16	1
UNSKILLED LABOR	3	12	9

EDUCATION

	YES	NO
Would your organization be willing to participate as part of a professional advisory committee?	12	6
Do you have any research materials that would be of help to us in our Vocational and Occupational Programs?	2	19
Would you be willing to offer in-service training and/or work experience for our occupational and vocational faculty?	5	12

DISTRIBUTION OF EMPLOYEES BY AGE

AGE GROUP	NO. OF EMPLOYEES	LABOR SUPPLY CATEGORY SURPLUS	LABOR SUPPLY CATEGORY SHORT	LABOR TURNOVER RAPID	LABOR TURNOVER SLOW
18 & under		5		5	
19-21		8		11	
22-44		5	10		14
45-54		5	6		15
55 & over		6	2		12

SEASONAL EMPLOYMENT BY JOB CATEGORY

	QUARTER JAN-MAR	APR-JUNE	JULY-SEPT	OCT-DEC
PROFESSIONAL, TECHNICAL, MANAGERIAL	1		1	1
CLERICAL AND SALES OCCUPATIONS			2	
SERVICE OCCUPATIONS	1		4	1
SEMI-SKILLED OCCUPATIONS			2	
SKILLED OCCUPATIONS	1		1	1
*UNSKILLED LABOR			1	

*One could use unskilled young people in seasonal employment.

CURRENT AND TREND DISTRIBUTION IN EMPLOYMENT BY SEX

	MALE TRENDS UP	MALE TRENDS DOWN	FEMALE TRENDS UP	FEMALE TRENDS DOWN
PROFESSIONAL, TECHNICAL, MANAGERIAL	13	1	10	
CLERICAL AND SALES OCCUPATIONS	10	2	13	
SERVICE OCCUPATIONS	6	3	5	3

CURRENT AND TREND DISTRIBUTION IN EMPLOYMENT BY SEX

	MALE		FEMALE	
	TRENDS		TRENDS	
	UP	DOWN	UP	DOWN
SKILLED OCCUPATIONS	12	2	11	
SEMI-SKILLED OCCUPATIONS	7	4	6	2
UNSKILLED LABOR	2	9	1	7

TRAINING ENTRANCE LEVEL EMPLOYEES

	YES	NO
1. Does your firm have a recruitment program for disadvantaged employees?	7	23
2. Do you have special training programs for the disadvantaged?	4	27
3. Do you have social adjustment programs for the disadvantaged?	3	25

SOURCES FOR ENTRANCE LEVEL EMPLOYEES BY OCCUPATIONAL GROUPING

	SOURCES FOR ENTRANCE LEVEL APPLICANTS										
	CALIF. STATE DEPT. OF EMPLOYMENT	PRIVATE EMPLOYMENT AGENCIES	SCHOOL REFERRALS	NEWSPAPER ADVERTISING	WALK-IN OR MAIL APPLICANTS	REFERRALS FROM EMPLOYEES	DEVELOPMENT FROM WITHIN	LABOR UNIONS	CONCENTRATED EMPL. PROGRAM OF OEO	COMPANY RECRUITING PROGRAM	OTHER (SPECIFY)
PROFESSIONAL, TECHNICAL, MANAGERIAL	6	17	2	18	14	12	21	-	3	11	4
CLERICAL AND SALES OCCUPATIONS	14	11	6	20	14	17	18	2	4	8	4
SERVICE OCCUPATIONS	13	4	2	13	10	12	5	4	3	3	-
SKILLED OCCUPATIONS	10	10	5	19	17	17	14	4	3	6	2
SEMI-SKILLED OCCUPATIONS	11	5	6	15	12	15	7	3	4	3	2
UNSKILLED LABOR	11	-	3	8	11	12	1	3	4	2	-

A Business and Industry conference was held in conjuction with the mailing of the Survey, made up of vocational educators and businessmen from a number of leading firms (i.e., North American Rockwell Corp., American Airlines, Daniel, Mann, Johnson and Mendenhall, and Baby Line Furniture Corp.). Some of the conclusions of that conference will help to shed light on the Business and Industry Survey.

1. There is a need to more clearly identify the disadvantaged, by more effective vocational and educational testing.
2. Basic English and mathematic skills taught in school must be more directly related to future job skills.
3. Important work needs to be done in solving the disadvantaged student's inability to communicate (i.e. his difficulty in filling out job application forms).
4. Too often, the disadvantaged student's need for money precludes extended schooling, forcing him prematurely into unsatisfactory and "dead-end" jobs.
5. Teachers should be more aware of the individual needs of the student.
6. Simulated and attitudinal work programs need to be developed in the colleges.
7. Short-term vocational programs are needed.
8. Class schedules should be made more flexible so that the disadvantaged student can get more on-the-job experience. A 20-hour work week was suggested for them.

Overall, the leaders from Business and Industry felt that the college should design Vocational Education programs for the disadvantaged that developed maximum occupational skills and academic skills directly related to this occupation. Many at the conference felt that the college was academically isolated from the real and immediate world of work and that as such was not fulfilling its role as a source for recruiting the disadvantaged into Business and Industry.

Labor Trends

In this section current and projected labor trends will be studied, with a view to putting them in the perspective of their relationship to disadvantaged individuals. In compiling the information that follows, it has been necessary to employ a great number of sources, since no single source at present, provides employment statistics for all classes of workers and non-workers. These sources include:

Department of Commerce reports
Private Economic Forecasts
Employer Forums
Employer Questionnaires
Department of Human Resources Studies
Manpower Training Evaluation Studies
Census Bureau reports
Department of Labor and
Bureau of Labor Statistics Projections
Economic Development Administration Surveys and Findings
Economic Resources Corporation studies
Various Task Force and University Research investigations
The Merit Employment Council's Annual Report
National Alliance of Businessmen/Jobs - Findings
Department of Health, Education and Welfare publications.

The Los Angeles area serves as an excellent example in pointing out trends in labor force participation that have actually disadvantaged segments of the population, particularly Negroes and Mexican Americans. The following statistics should be carefully noted:

(1) The rate of increase of the female labor force participation has been higher than the rate of increase for males. This difference reflects the unprecedented demand for female workers in clerical and service occupations. Minority group males have found themselves in occupations where productivity gains have eroded job opportunities, particularly in heavy commodity manufacturing. Thus sharp gains for the minority females have been offset by the sharp decrease in unskilled jobs for males.

(2) A number of studies show that, once displaced, the minority member finds it harder to be reemployed. This may be the consequence of discrimination, lack of skill training, geographic shifts in plant sites that cause severe transportation problems, or general discouragement from job hunting which results in a withdrawal from the labor force.

(3) Another consideration in minority disadvantagement is the sharp rise in the demand for highly educated workers. Both the employed and unemployed have higher levels of education than their predecessors of a decade ago. For economic reasons, however, the minority member often terminates his education prematurely, often before the completion of high school.

Thus, labor force trends act to sustain economic inequalities between the advantaged and the disadvantaged. Where levels of poverty are high and education low (see Charts 1, 2 & 3), the old saying of "them that's got is them that gets" rings true indeed.

It is ironic that the entry jobs most available to the disadvantaged are those most likely to be crushed beneath the wheels of technological progress. It is all too evident that these fall in the area of semi- and-unskilled employment, where minority members are disproportionately represented.

In concert with this, the pattern of geographic redistribution of industry creates additional barriers to the minority member. Trapped usually in the inner-city area, transportation to job sites becomes a costly problem. De-facto housing works to keep him trapped where he is. Often the end result is that he must accept a job in the services and industries near his home.

Employers often have several forms of unintentional discrimination against the disadvantaged. A recurrent one is the assumption on the part of the

MEDIAN FAMILY INCOME 1/
(All Families of Two or More Persons)
UNITED STATES, WESTERN REGION AND LOS ANGELES UES AREAS
(Dollars)

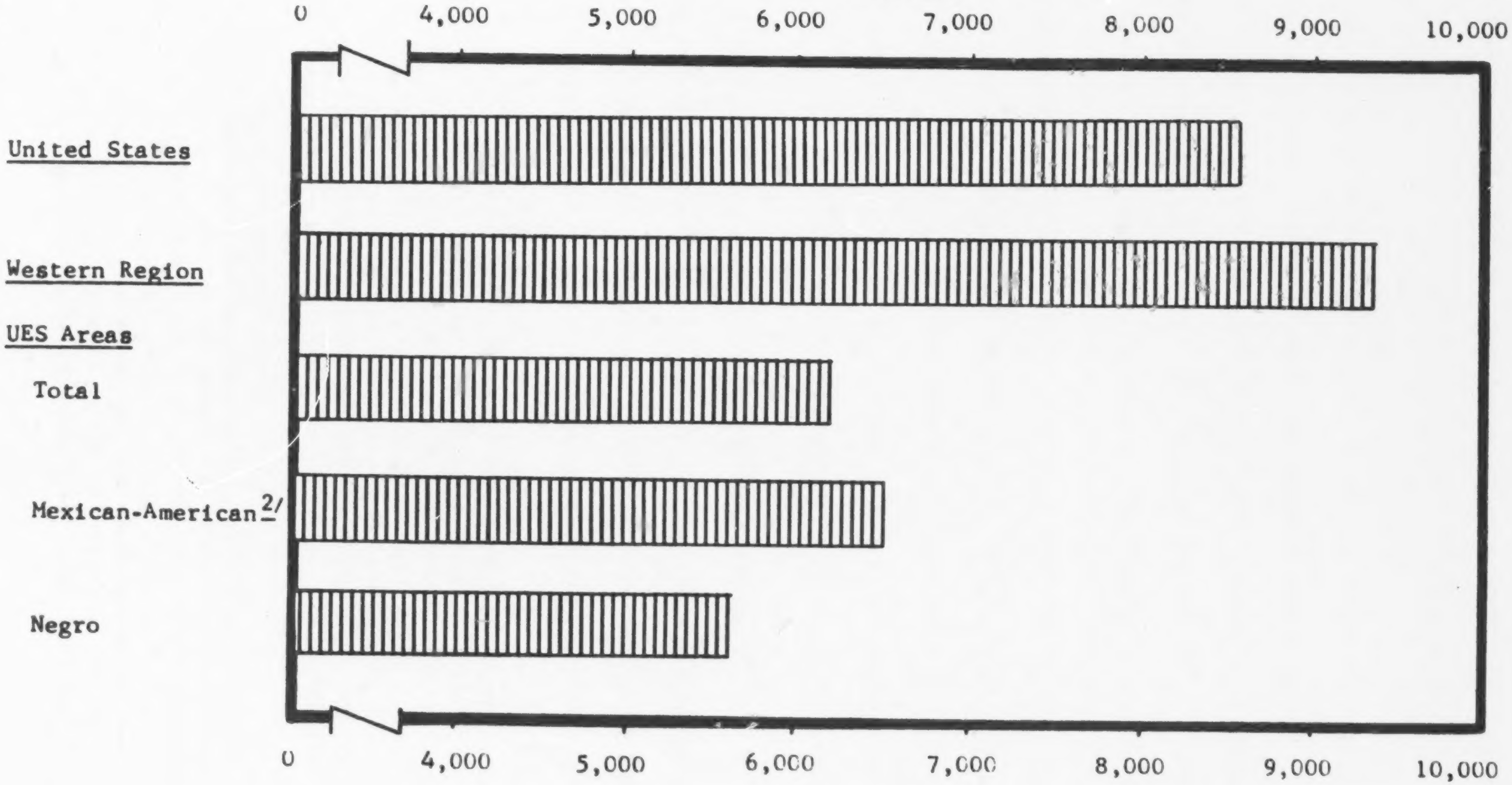
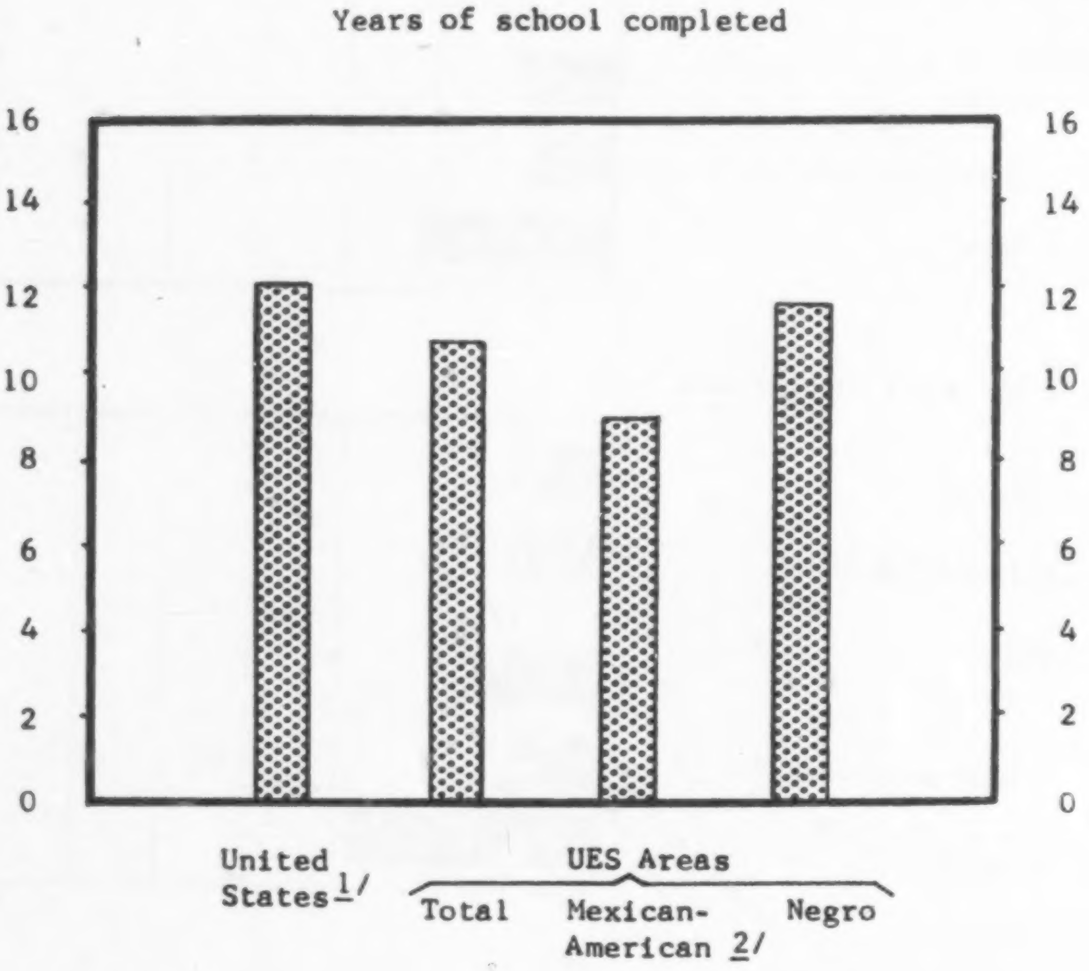


CHART I

1/ Income data are for 1968 for the Total United States and Western Region. For the UES areas, income figures are for the 12 months prior to the time of the interviews which were conducted between July 1968 and June 1969.

2/ See Footnote 2, Page 2.

EDUCATIONAL ATTAINMENT OF WORKERS 18 YEARS OF AGE AND OVER UNITED STATES AND LOS ANGELES UES AREAS July 1968-June 1969



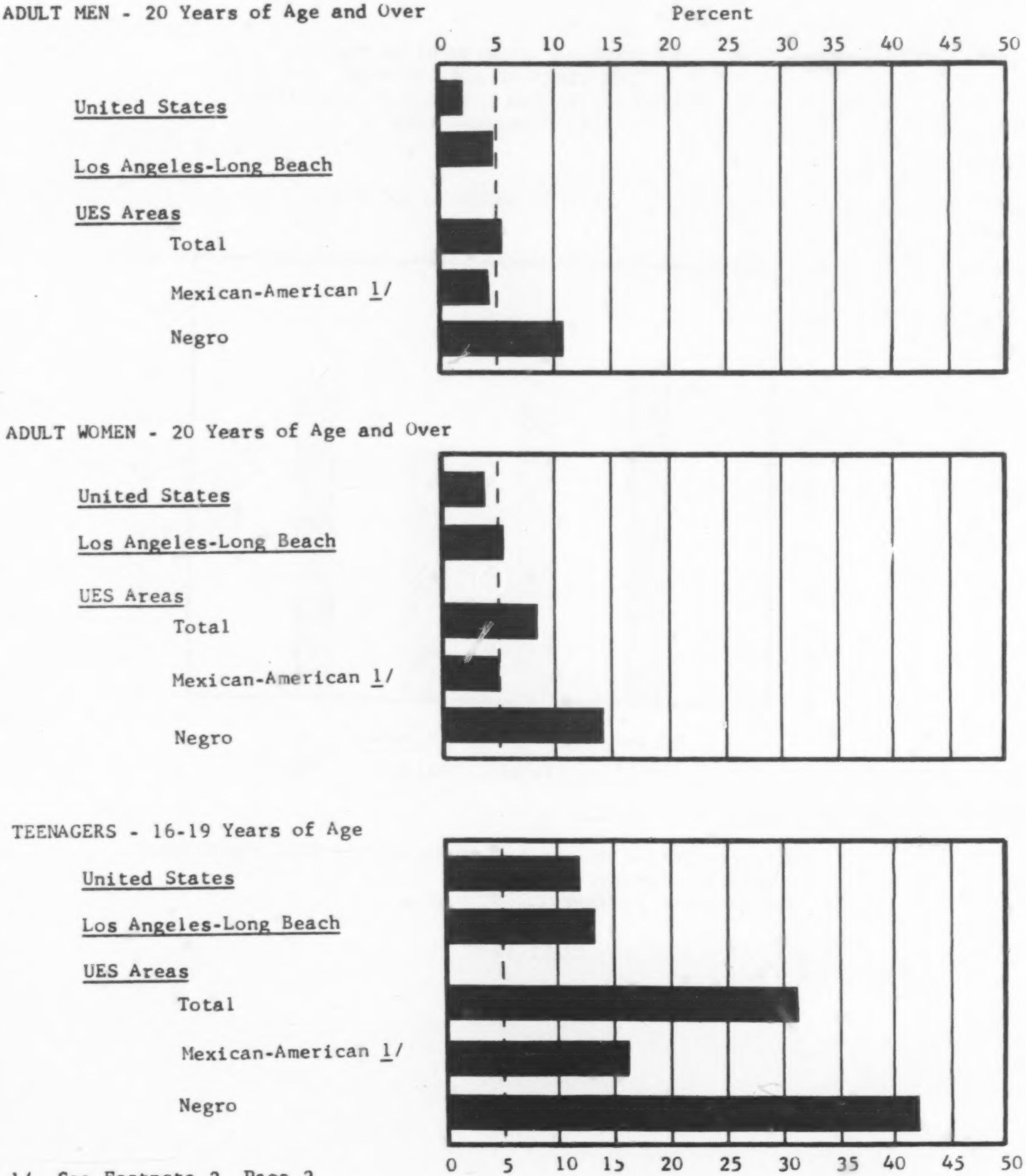
[1] Data for United States is for March 1968 from the Current Population Survey.
[2] See Footnote 2, Page 2.

CHART II

CHART III

SELECTED UNEMPLOYMENT RATES, UNITED STATES LOS ANGELES-LONG BEACH CENTRAL CITIES AND LOS ANGELES UES AREAS

July 1968-June 1969



1/ See Footnote 2, Page 2.

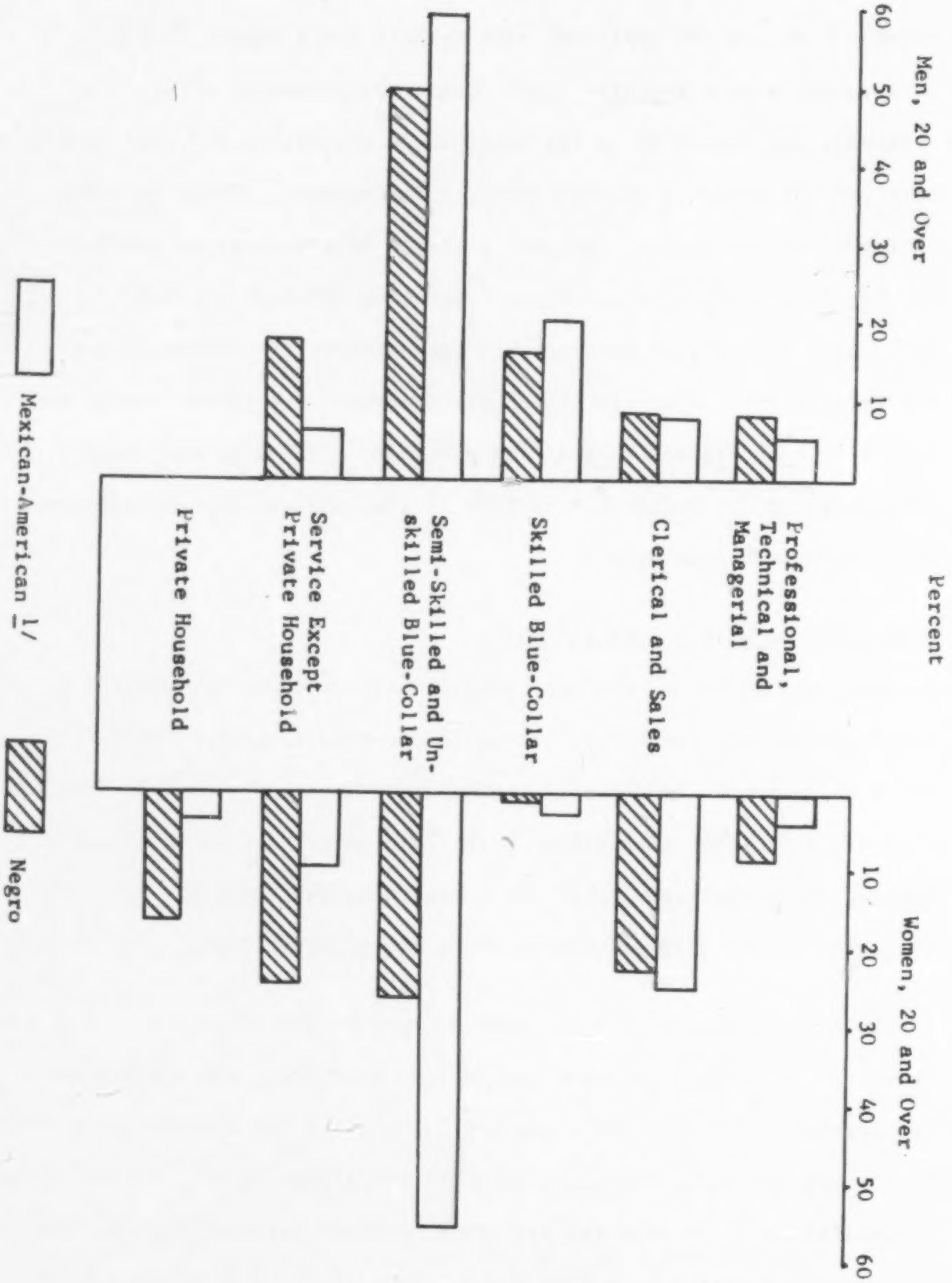
company that the job applicant must qualify for a career in the firm rather than a specific job. Other requirements, often arbitrary and unrelated to the applicant's success on the job, create barriers for minority or disadvantaged employment. These include a high school or college diploma, a stable work record, no police record, good credit, etc. Other formal and informal exclusion mechanisms that result in discrimination against the disadvantaged are limited entry into apprenticeship programs, employment tests, and selection criteria for re-training purposes. To reiterate, many components of our industrial society in some measure sustain patterns of economic disadvantagement.

What's Up and What's Down in Jobs

It would be foolish to say that educational and technical upgrading would immediately remove all traces of disadvantagement. What it would do, however, is directly increase the opportunities available by directly increasing capability. The key factor here is in properly gauging where the labor market is going to be and adapting Vocational Education to see that it will be where the jobs will be.

Charts 4 and 5 present a very clear picture of the situation. Chart 4 shows the occupation of Negro and Mexican American adult workers in Los Angeles. Chart 5 indicates how 2.7 million job opportunities will be distributed among the major occupational groups by 1975 in the State of California. To lend the picture a national perspective, the U.S. Department of Labor, in a 1969 report, gave the following statistics on labor trends: and where jobs would be opening up the fastest. (Chart 6)

OCCUPATIONS OF EMPLOYED ADULT WORKERS
LOS ANGELES UES AREAS



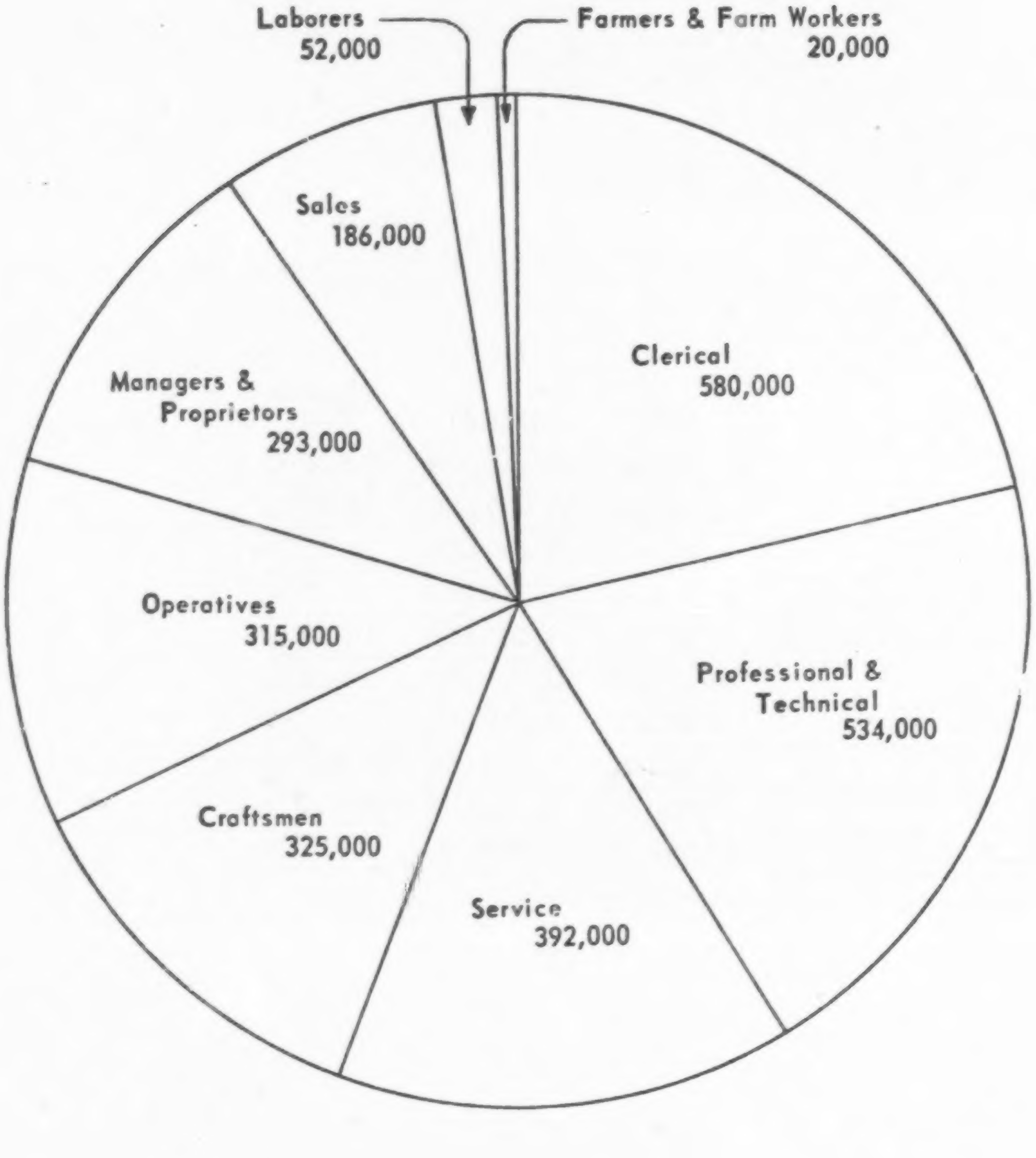
1/ See Footnote 2, Page 2.

CHART IV

CHART V.

HOW 2.7 MILLION JOB OPPORTUNITIES WILL BE DISTRIBUTED AMONG THE MAJOR OCCUPATIONAL GROUPS

MID-1968 TO MID-1975



Summary of Job Needs

Under the forecast assumptions, industrial expansion in the State over the seven-year period between mid-1968 and mid-1975 will create 1.4 million new jobs. In addition, another 1.3 million jobs will need to be filled to replace individuals who leave the California labor force during that period. Together, these two sources will result in a total of nearly 2.7 million job opportunities for persons who were not employed in California in mid-1968.

	1969	1980 (est.)	Percentage change
Government	12,200,000	16,600,000	Up 36%
Services	15,700,000	20,900,000	Up 33%
Construction	4,200,000	5,400,000	Up 29%
Retail and wholesale trade	17,200,000	20,300,000	Up 18%
Finance, insurance, real estate	3,900,000	4,600,000	Up 18%
Manufacturing	20,400,000	22,100,000	Up 8%
Transportation, utilities	4,600,000	4,900,000	Up 7%
Mining	660,000	580,000	Down 12%
Farming	4,000,000	3,200,000	Down 20%
TOTAL JOBS IN U. S.	82,860,000	98,580,000	Up 19%

Source: 1969, U.S. Labor Dept; 1980 data estimated by USN&WR Economic Unit.

CHART VI

The general labor trend and projections indicate that there will be a rise in Professional and Technical, Service, Sales, Clerical and Skilled occupations. At the same time, the demand for Semi-skilled and Unskilled jobs is definitely on the decline. Since Vocational Education presumes successful employment upon completion of training, the up-areas in the labor trend must be the focal point of future programs.

With a View to the Disadvantaged---A Closer Look at the Trends

It would be a good idea at this time to review some specific labor trends, concentrating on occupations which are accepted by the disadvantaged and in which the disadvantaged student can succeed. In Section Three, specific recommendations will be made to implement programs in these areas. For now it is only necessary to indicate the trends.

Health Manpower

Between 1965 and 1975, employment in this major service group is expected to increase more than 60% because the demand for medical and health services is expected to be supported by increasing Federal and private medical insurance programs, and higher levels of personal income. By 1975, in the State of California, new positions will open up for:

15,000	medical technicians
20,000	medical laboratory assistants
5,000	physical therapists
3,000	occupational therapists
50,000	professional nurses
125,000	licensed vocational nurses

Real Estate Sales

Several changes in the occupational structure of this major industry grouping are expected by 1975. The growing demand for residential housing and commercial buildings, which is generated by growing population and expanding business activity, will result in continued growth for real estate agents and brokers.

California is still the largest single real estate market. By 1975 there will be jobs for an estimated 68,000 real estate operators, 13,000 of which will be new jobs created during the forecast period. An additional 11,000 of these workers will be needed to fill spots left by real estate men exiting from the State's labor force during that period.

Clerical Workers

By 1975, nearly 5 million additional clerical jobs are projected nationally. The dramatic increase that is projected will lean heavily on the expected greater growth of the service industries, and also on their increasing proportion in industries such as wholesale and retail trade, education and other professional services---industries in which the changing organization of work is increasing the requirements for clerical occupations such as cashiers, stock clerks, teacher's aides, bookkeepers and secretaries. The onslaught of the computer will slow growth in many clerical areas (payroll clerks, accounting clerks, office machine operators, billing clerks, etc.) but at the same time, will open new fields of employment. These will be precipitated by the fact that more analytical reports will be necessary and, therefore, clerical assistance will have to help prepare data for those reports.

Clerical occupations in the secretary, stenographer and typist classifications (particularly MT/ST automatic typewriter operators) will grow despite the computer-created technological changes. The need for secretaries with a broad range of responsibilities will be greater, however, than that for typists and stenographers. Almost half of this projected clerical force will be in the finance, insurance, real estate, education, health and government sectors---areas which show the strongest labor trends upwards.

For instance, clerical support services in the areas of finance (banking, savings and loan, etc.) and insurance will grow in direct proportion to the demand for the services. That demand is expected to be very strong, with heavy technological orientation, which in turn will demand the specialized clerical abilities mentioned above.

Education----Between 1965 and 1975, employment in educational services is expected to increase at a steady rate, with total employment expected to reach 6.8 million by 1975, nationally. This means an increase of 2.3 million (about 23%) in elementary and secondary school teachers. College teachers, a skyrocketing group, will go from 200,000 in 1960 to 450,000 in 1975.

Between 1965 and 1975, the greatest changes in the occupational structure of Educational Servies will be in the teaching occupations. Perhaps the most significant shift will be the increased use of teacher's aides to perform many clerical and nonprofessional duties previously assigned to teachers. The rapid rise in this "new career" area is in part due to Federal Legislation in 1965, which made Federal funds available for the employment of teacher's aides.

Computer Technology----This industry has been shaped by rapid growth in demand for computers and technological developments that have further sophisticated the products. By 1975, white collar workers are expected to account for about 50% of the work force in this industry, with the proportion of engineers, scientists, technicians, secretaries and typists on the rise. Electronic computers will be a major factor determining employment requirements for some clerical occupations--banks, insurance companies and a wide variety of other industries will need more clerical help for analytical reports. This results from the growing use of computerized data retrieval systems.

Hundreds of thousands of jobs(for computer programmers, systems analysts, computer operators and persons to analyze the increase flow of information) are being created. Tremendous growth is also projected for machine operators such as:

Card-tape-converter operators
Collator operators
Control clerk, data processing
Tabulating machine operators
Supervisors, computer operations.

Computers have the potential for greatly reducing requirements for accounting clerks, calculating, billing, and bookkeeping machine operators, as well as voucher and file clerks.

The rising demand for computers will increase the need for computer production manpower almost 50% between 1965 and 1975. Largest increases will be in the professional and technical group. The need for technicians is expected to rise sharply in response to the need for these workers in development activities to improve and broaden application of computers. According to a report issued by the Bureau of Labor Statistics "Most of the significant occupations in this blue-collar group are expected to be affected adversely by technological innovations. For example, the relative importance of inspectors will decline with the increase of electronic inspecting devices."

Food Services----This group will number over 2.5 million by 1975, nationally. This is a 50% jump (faster than for both the labor force and population growth) which is due to the expected effects of increased urbanization, more married women working outside the home, and higher income. Service workers (waiters and waitresses) account for approximately 7 out of 10 workers in this industry. Franchised drive-ins and other specialized types of restaurants have created a greater demand for counter workers than has previously existed. Automatic dishwashing and food preparation equipment will, however, cut down the need for such kitchen help.

In California the 1975 projected need for waiters and waitresses is 27,000 new jobs and 24,000 replacements; however, recruitment of the disadvantaged into food service occupations has proven difficult and training has been most successful when directly linked with a large food services organization.

Drafting----As part of the Engineering and Architectural Services industry, strong growth is anticipated in this area through 1975. In 1960, draftsmen accounted for 16% of this industry, nationally.

In the State of California, 10,000 new job opportunities for draftsmen will open up by 1975. Business services, particularly private drafting firms and engineering and architectural firms will be the major sources for these new jobs. Construction and the aerospace industry, which presently contribute a moderate number of new opportunities, will be a good future source for draftsmen in replacement jobs, as they occur.

Government Services

This service area, in Federal, state and local government, will be another up-swing market through 1975. Jobs will be predominant in professional and technical areas, with the clerical supportive services steadily rising. The introduction of the computer has brought about primarily the same occupational composition changes as in the banking and finance industries.

Government employment has been one of the nation's most vigorous growth sectors. From 1948-1968 government employment more than doubled. The last 10 years have shown rapid increases in state (70% - over one million employees), local (55% - over 2.4 million employees) and federal (24%) government.

In 1968 public employment included more than 12 million people - almost 15% of the total labor market. Since World War II, 3 out of 10 new jobs have been in the public sector.

From 1965-1975 public employment is estimated to grow 48% and by 1975 3.5 million employees will be added to state and local payrolls.

Many of these public service jobs are professional (e.g., school teachers and social workers). Many public agencies, due to a shortage of professionals, have re-designed jobs, removing non-professional tasks and giving them to pre- or para-professionals to perform.

Occupational Trends----An Overview

The following Department of Labor projections give the latest available data on all major occupational categories:

PROFESSIONAL AND MANAGERIAL OCCUPATIONS

Scientific and Technical Occupations

Engineers--1968 Employment, 1.1 million; Annual Openings, 53,000.[1] Very good employment opportunities through the 1970's in this, the largest field of professional employment for men. Especially strong demand for graduates who can apply engineering principles to the medical, biological, and other sciences and who have training in the latest engineering principles and techniques.

Chemists--1968 Employment, 130,000; Annual Openings, 8,800. Very good employment prospects, especially for those with advanced degrees to teach and do research. Very rapid growth in demand stemming from an increase in research and development work and rising demand for plastics, manmade fibers, drugs, fertilizers, high energy nuclear fuels, and other products of industries employing large numbers of chemists. Despite rise in number of chemistry graduates, demand probably will exceed supply.

Physicists--1968 Employment, 45,000; Annual Openings, 3,200. Favorable opportunities, especially for those having advanced degrees. Strong demand in teaching and research.

Life Scientists--1968 Employment, 170,000; Annual Openings, 9,900. Graduate degree holders will have very good opportunities, particularly in research related to medicine and environmental quality control. Bachelor's degree holders may be limited to positions as research assistants or technicians because the number of graduates is expected to increase very rapidly.

Mathematicians--1968 Employment, 65,000; Annual Openings, 4,600. Very rapidly growing field. Favorable opportunities, especially for graduate degree holders for teaching and research positions. The number of bachelor's degree holders will probably expand even more rapidly than jobs, so competition may intensify for entry positions.

Environmental Scientists--1968 Employment, 38,000 (geologists, 22,800; geophysicists, 6,800; meteorologists, 4,000; oceanographers, 5,200);

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[1] Annual Openings for all occupations includes jobs resulting from growth and deaths and retirements. Transfers to other fields of work are not reflected except where noted in the discussion of elementary and secondary school teachers.

Annual Openings, 1,800. Favorable opportunities, especially for advanced degree holders for research work. Oceanography will expand very rapidly.

Engineering and Science Technicians--1968 Employment, 620,000; Annual Openings, 31,000. Very good opportunities. Demand will be strongest for graduates of junior colleges and other schools providing post-secondary technician training programs. Industrial expansion and complexity of production and manufacturing processes in increasing demand.

Health Service Occupations

Physicians--1968 Employment, 295,000; Annual Openings, 20,000. Excellent opportunities. Limited capacity of medical schools will continue to restrict supply as demand increases steadily.

Dentists--1968 Employment, 100,000; Annual Openings, 4,900. Very good opportunities. Limited capacity of dental schools will continue to restrict employment growth.

Dental Hygienists--1968 Employment, 16,000; Annual Openings, 2,400. Very good outlook through the 1970's. Despite an anticipated rise in the number of graduates from schools of dental hygiene, the demand for hygienists is expected to be greater than the number of trained workers available for employment. Favorable outlook for part-time work.

Medical Laboratory Workers--1968 Employment, 100,000; Annual Openings, 12,800. Excellent employment opportunities through the 1970's. Demand will increase for laboratory services, as physicians increasingly depend upon laboratory tests for routine physical checkups as well as for the diagnosis and treatment of disease.

Registered Nurses--1968 Employment, 660,000; Annual Openings, 65,000. Very favorable opportunities as demand for nursing care continues to rise steadily. Excellent outlook for those with graduate education who qualify for positions in administration, teaching, public health, and research.

Radiologic Technologists--1968 Employment, 75,000; Annual Openings, 7,300. Very good prospects for part-time as well as full-time employment. Very rapid employment growth anticipated as the use of x-ray equipment expands in the diagnosis and treatment of disease.

Other Professional Occupations

Accountants--1968 Employment, 500,000; Annual Openings, 33,000. Excellent opportunities. Strongest demand for those with 4 years of college training. Employment will expand rapidly as accounting information is used more in business management, as businesses grow in size and complexity, and as accounting services are used more by small businesses.

Counselors--1968 Employment, 71,300; Annual Openings, 5,550 (school, vocational, and employment counselors). Excellent opportunities. A very rapid increase in requirements is expected, reflecting the continued strengthening of counseling services. Supply is very likely to continue to lag behind demand.

Elementary and Secondary School Teachers--1968 Employment, 2.2 million; Openings for growth and to replace those who die, retire, or transfer to other fields of work will average about 200,000 a year through the 1970's. If past trends continue in the study and work patterns of college students, the number of qualified elementary and secondary school teachers may significantly exceed the demand. As a result, young people seeking their first teaching assignment may find schools placing great emphasis on their academic work; some will have to find employment outside of teaching.

Programers--1968 Employment, 175,000; Annual Openings, 23,000. Very rapid increase in employment. The number of computer installations will rise as computers are put to new uses.

Social Scientists--1968 Employment: anthropologists, 3,000; economists, 31,000; geographers, 3,900; historians, 14,000; political scientists, 11,400; sociologists, 10,000. Favorable opportunities for those having a Ph.D. degree. In some fields bachelor's degree holders may have limited opportunities. Rising employment in all fields, in large part due to need for teachers as college enrollments rise.

Social Workers--1968 Employment, 160,000; Annual Openings, 16,700. Excellent opportunities, especially for those having master's degrees. Many part-time jobs for qualified and experienced women. Despite a rapid increase in the number of degrees awarded, the demand for social workers should continue to outpace supply.

Systems Analysts--1968 Employment, 150,000; Annual Openings, 27,000. Excellent opportunities in this very rapidly growing field as the application of computers expands to more and more fields of work.

CLERICAL OCCUPATIONS

Bank Tellers--1968 Employment, 230,000; Annual Openings, 20,000. Very rapid employment increase as banks continue to expand services to the growing urban population. Increasing need for part-time tellers to serve peak banking hours.

Bookkeeping Workers--1968 Employment, 1,200,000; Annual Openings, 78,000. Moderate employment increase. Demand is expected to outpace laborsaving impact of office machines.

Cashiers--1968 Employment, 730,000; Annual Openings, 69,000. Very rapid employment increase expected through the 1970's. Numerous opportunities for part-time work.

Electronic Computer Operating Personnel--1968 Employment, 175,000; Annual Openings, 20,400. Employment of computer and auxiliary equipment operators is expected to increase very rapidly as computers are adapted to new uses.

Receptionists--1968 Employment, 240,000; Annual Openings, 30,000. Rapid increase in employment. Nevertheless, keen competition for young people because many older and experienced workers also seek this type of work. Unlikely to be affected by office automation because work is of a person-to-person nature.

Secretaries and Stenographers--1968 Employment, 2,650,000; Annual Openings, 237,000. Very good opportunities. Rapid growth is expected despite increasing use of dictating, duplicating, and other office machines.

Typists--1968 Employment, 700,000; Annual Openings, 63,000. Very good opportunities. Demand will be strongest for those able to do difficult work and for those who can combine typing with other office work.

SALES OCCUPATIONS

Manufacturers' Salesmen--1968 Employment, 500,000; Annual Openings, 32,000. Very good opportunities, especially for those who are trained to sell technical products.

Retail Trade Salesworkers--1968 Employment, 2,800,000; Annual Openings, 150,000. Moderate increase in employment. Many opportunities for part-time work.

Wholesale Trade Salesworkers--1968 Employment, 530,000; Annual Openings, 25,200. Good opportunities for employment through the 1970's. Demand will be stimulated by an increase in business and specialized services offered by wholesale houses.

SERVICE OCCUPATIONS

Building Custodians--1968 Employment, 1,100,000; Annual Openings, 80,000. Very favorable opportunities despite expected improvements in cleaning maintenance technology that will reduce the amount of time needed to perform tasks. Employment of custodians will increase moderately as an increasing number of apartments, hospitals, offices, recreational centers, and other buildings are constructed that require their services.

Cooks and Chefs--1968 Employment, 670,000; Annual Openings, 48,000. Excellent opportunities through the 1970's. Small establishments will offer most job opportunities for beginners.

Cosmetologists--1968 Employment, 475,000; Annual Openings, 38,000. Very good opportunities. Employment will rise rapidly because of the more frequent use of beauty salons resulting from population growth, rise in income levels, and the increased number of women taking jobs outside the home.

Licensed Practical Nurses--1968 Employment, 320,000; Annual Openings, 48,000. Employment opportunities will increase rapidly as they are utilized to a greater extent to provide nursing services.

Hospital Attendants--1968 Employment, 800,000; Annual Openings, 100,000. Very rapid rise in employment expected through the 1970's. Most openings will be in hospitals, but many will be in nursing and convalescent homes and other long-term care facilities.

Police Officers (municipal)--1968 Employment, 285,000; Annual Openings, 15,000. Very good opportunities. Cities will continue to increase the size of their police forces to meet the needs of a growing population.

CRAFTSMEN

Carpenters--1968 Employment, 869,000; Annual Openings, 39,300. Moderate employment increase through the 1970's resulting from a large rise in construction activity, but growth will be limited by technological developments.

Plumbers and Pipefitters--1968 Employment, 330,000; Annual Openings 19,500. Rapid increase in employment through the 1970's as plumbing and heating work becomes more important in rising construction activity. Maintenance repair and modernization of existing plumbing and heating systems also will create many openings.

Appliance Servicemen--1968 Employment, 205,000; Annual Openings, 8,600. Moderate increase in employment. The number of household appliances in use will grow rapidly but appliances that are more durable and easier to repair will limit employment growth.

Automobile Mechanics--1968 Employment, 615,000; Annual Openings, 20,000. Moderate increase in employment related to an increasing number of automobiles and new features such as air-conditioning, power steering, power brakes, and devices that reduce exhaust fumes. Greater shop efficiency, however, will limit growth.

Business Machine Servicemen--1968 Employment, 115,000; Annual Openings, 8,500. Very favorable job opportunities especially for those who have good mechanical ability and knowledge of electricity and electronics.

Foremen--1968 Employment, 1,444,000; Annual Openings, 69,000. Moderate increase in employment. Rapid growth for construction foremen and for those in other nonmanufacturing industries.

OPERATIVES

Local Truckdrivers--1968 Employment, 1,200,000; Annual Openings, 37,000. Moderate increase in employment expected because of an anticipated increase in the volume of freight as business activity rises.

Over-the-road Truckdrivers--1968 Employment, 640,000; Annual Openings, 21,600. Moderate employment increase resulting from substantial growth in intercity freight as commercial and industrial activity increases and industry continues to decentralize.

Assemblers--1968 Employment, 785,000; Annual Openings, 26,000. Slow increase in employment as technological developments hold down growth. Many replacements will be needed, however.

Gasoline Service Station Attendants--1968 Employment, 400,000; Annual Openings, 10,900. Moderate increase in employment resulting from growing consumption of gasoline and other service station products.

Welders and Oxygen Arc Cutters--1968 Employment, 480,000; Annual Openings, 23,000. Rapid increase in employment as a result of the favorable long-run outlook for the metalworking industries and the wider use of the welding processes.

The Occupational Outlook Handbook ($6.25) and Occupational Outlook Quarterly ($3.00 for a 2-year subscription) may be ordered from any of the following Regional Offices of the Bureau of Labor Statistics or from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

1603-A Federal Building
Boston, Massachusetts 02203

341 Ninth Avenue
New York, New York 10001

406 Penn Square Building
1317 Filbert Street
Philadelphia, Pennsylvania 19107

1371 Peachtree Street, N.E.
Atlanta, Georgia 30309

219 South Dearborn Street
Chicago, Illinois 60603

911 Walnut Street
Kansas City, Missouri 64106

411 North Akard Street
Dallas, Texas 75201

450 Golden Gate Avenue
Box 36017
San Francisco, California 94102

Job category	1975 # in millions	% up or down by 1975	
Professional & Technical	12.9	up	3.4%
Clerical Workers	14.8	up	2.2%
Service Workers	12.0	up	1.6%
Sales Workers	5.6	no change	same %

* * * * * * * *

Job category	1975 # in millions	% up or down by 1975	
Managers, officials & Proprietors	9.1	down	3.0%
Craftsmen and Foremen	29.7	down	2.5%
Operatives	14.7	down	1.3%
Non Farm Laborers	3.6	down	1.3%
Farm Workers	3.2	down	4.1%

This means that training institutions should be training manpower in the professional and technical, clerical, service and sales areas.

CHART VII

The labor trend picture that is gained from these specific industries clearly reinforces what was stated earlier about the general job market projections. The rise is definitely in the Professional and Technical, Service, Sales, Clerical and Skilled occupations. Semi-skilled and unskilled manpower needs are decreasing steadily. (See Chart 7) It is important to take a hard look at existing Vocational Education programs in light of these trends.

The Social Services Survey

Purpose---Surveys were prepared and sent to Social Service agencies dealing with manpower training and skills programs. As with the Business and Industry Survey, the purpose was to determine what was being done in existing programs among the various agencies in terms of curricula, counseling, training methods and job placement. It was felt that this information would be invaluable in making adjustments to the LACC vocational program as it related to the disadvantaged student.

Procedure---Two separate surveys were formulated; one for Youth-oriented organizations and the other for public and private Social Service agencies. The criteria for sending the surveys were based on the agency's involvement in training for specific vocations and intensive skill training for the hard-to-reach and hard-to-teach disadvantaged, directed toward specific job requirements. Basically, Los Angeles area public (Federal, state, county, city) and private non-profit training organizations were contacted.

A sample of the surveys can be found in the appendix.

Findings

The following information was gathered from the survey results:

(1) deviation from "Traditional" curricula in content and method of presentation by extracting text materials from contemporary authors that deal with matters and situations to which the individual trainee can relate.

(2) instruction supplemented by use of tutors in sufficient numbers to allow a teacher-student ratio of not more than one-to-five.

(3) Basic education classes have no predetermined achievement levels, eliminating student frustration due to failure to achieve.

(4) counseling is on an on-going basis, using both individual and group methods. Areas covered:

  a. exploring the employer/employee relationship
  b. exploring problems related to work regularity
  c. examination of family structure and student adjustment to work situations
  d. examination of future vocational objectives

(5) recruitment from target areas:

  a. East Los Angeles
  b. South Central Los Angeles

(6) the employers for the New Career and Concentrated Employment Programs are social service agencies. The primary purpose is to develop public sector aides. Jobs are closely related to training.

(7) training period is usually one year long.

(8) study aimed toward specific job field.

(9) necessary to build or reinforce in areas of academic deficiencies (language arts, verbal and written; reading skills; computational math.).

(10) orientation to the world of work considered vital.

(11) trainee stipends seem to be the greatest motivational factors available.

(12) average employer retention rate is 56% on a six month employed basis.

(13) concerning tests:

  a. Gates Reading and Comprehensive Test and the Basic Diagnostic Math Test were most often used.

b. those scoring at 5.0 or better take the General Aptitude Test Battery.

c. other tests used to find interest areas and specific or suspected disabilities.

(14) identification is done by screening against Federal and state criteria.

THE LACC OCCUPATIONAL CURRICULA SURVEY

Purpose---The intent of the survey was to secure information that might be used to strengthen the existing occupational programs on campus so as to meet the needs of the greatest number of disadvantaged students, and particularly those students difficult to identify due to the complex nature of their socio-economic background. This was attempted through:

(1) A survey of the occupational programs at LACC in order to determine the number of disadvantaged persons now enrolled.

(2) A survey of the educational needs of the disadvantaged in order that they may succeed in specific occupational majors.

(3) A survey of the minimum level of competence required to gain employment in specific occupational areas, through direct contact with business and industry.

(4) A survey of innovative methods and materials required for teaching the "hard core" and the "hard-to-teach" disadvantaged, through direct contact with public and private training programs.

(5) Recommending special courses, curricula and instructional materials to provide for greater opportunities among the disadvantaged, based on survey findings.

(6) Forming a general advisory committee on occupational opportunities for the disadvantaged.

Procedure---An instrument was designed to survey each occupational program at LACC. Each of the 25 department chairmen in the two-year occupational curricula was given a survey form for each curriculum in the department, to be completed by an instructor in the subject-matter department. Sixty-one surveys were sent out and 56 were completed and returned. One return indicated that the subject curriculum did not apply to the disadvantaged; one curriculum was discontinued; a third curriculum was recommended for discontinuation. The areas of the survey dealt with identification, instruction, supportive services, advisory committees, and recommendations and commendations.

Findings---These are presented below so that the reader may better understand the nature of the on-going vocational programs at LACC and how they relate to the disadvantaged student.

(1) Identification is done by the classroom instructor; often the instructor also assumes the role of department Counselor.

(2) The methods used to identify include the following, according to rank:

  a. observation of work habits
  b. language handicaps
  c. racial background
  d. appearance of financial need
  e. poor performance
  f. grading and evaluation
  g. personal interview
  h. estimate
  i. class participation
  j. do not identify
  k. no idea

(3) The college can aid instructors of the disadvantaged in the following ways; by rank:

  a. counselors can investigate and identify educational background better.
  b. statistical information resulting from entrance examinations, rank status, given to instructor.
  c. better diagnostic testing instruments for entrance exams.
  d. information regarding health records, and other socio-economic conditions, given to instructors and Department Chairman.

e. financial forms to be used as the basis of instructor interviews.

(4) Responses to the question regarding class enrollment were too sketchy to report objective findings. 50% gave no answer. Answers received were punctuated with comments such as: "good guess," "estimate", and "question mark."

(5) Identification of the disadvantaged is felt to be difficult. Explanations fall into the following categories:

a. identification made through observation may be too late to be of assistance to the student.

b. students are not proud to identify themselves as disadvantaged.

c. students who do not perform well are not always socio-economically disadvantaged.

d. pride may prevent the student from revealing his economic condition to the instructor.

e. it is a full-time job to determine why students are not succeeding.

(6) When asked what percentage of disadvantaged students complete the departmental major, the responses were in the categories of "don't know," "no answer," "very small," "no information," "none," "unknown" and "not many." Eight responses reported percentage figures of from 20% to 90%.

(7) Recruitment methods reported by ten curricula involves the following:

a. in high school through counselors.
b. Career Days and literature distributed.
c. former students and department reputation.

(8) Six curricula do follow-up on disadvantaged students. Responses included the following statements:

a. tried but not successful in getting return.

b. studies done on all students.

c. informally, to a limited degree.

d. no, but it is a good idea.

e. figures could be supplied by the admissions office.

Following the section of the survey dealing with Identification, there were requests to have added information regarding terms such as: poverty, delinquency, neglect, cultural isolation. Definitions of these terms, and others of importance to the study, are included in the Appendix.

* * * * *

The next phase of the LACC Occupational Curricula Survey dealt with the area of Instruction. Here are the findings:

(1) The basic skills that prevent the disadvantaged students from succeeding in the vocational curricula include the following, in rank order:

 a. reading

 b. writing

 c. mathematics

 d. basic vocabulary and communication skills

 e. problem solving

(2) Technical skills that prevent the disadvantaged student from succeeding in the regular vocational curricula, by rank:

 a. basic training

 b. experience in using equipment

 c. research technique and organization

 d. language and verbal expression in the particular vocation.

(3) It was generally agreed by instructors that the course of instruction provides for meeting the current employment needs of business and industry for disadvantaged persons. It was felt that LACC's vocational program excells programs in professional training schools.

(4) Recommendations in the area of instruction for increasing the employability of the disadvantaged student were as follows:

 a. basic skills development program

 b. better mathematical skills

 c. improve communications and English

d. individual instruction

e. expansion of curricula

f. motivation for education and better jobs

g. recruitment

h. more tutors

i. longer class hours

j. more basic equipment and materials.

(5) Incentives or recognition used in programs to promote completion of the curriculum fell in the following categories:

a. job opportunities

b. degrees and certificates of completion

c. guidance

d. vacational meetings

(6) The response to in-service training for faculty were:

a. 50% thought it would be beneficial

b. 50% thought that it would not be beneficial.

(7) Half of the instructors use tutors. Those utilizing this service for their students felt that tutors were effective.

(8) Counseling of the disadvantaged student in the departments is done by the following personnel, in rank order:

a. instructor

b. Department chairman

c. Counseling office

d. no one

e. students

(9) Departmental tests generally are not used with counseling. Six responses revealed that testing is used as a basis for counseling in the department.

* * * * *

The third phase of the Survey dealt with Supportive Programs.

(1) Special or innovative programs used to enable the disadvantaged to achieve in accordance with his potential are limited to use in four departments. "None" and "no answer" were reported in all other cases. The following support services are used by the four reporting departments:

a. group dynamics

b. instructional aid

c. use of machines with special projects

(2) Special and innovative courses designed to aid the disadvantaged student in regular curricula are:

a. communication skills

b. theory workshops

c. departmental clubs

d. special project programs

e. film production

(3) Ten responses revealed that the Learning Resources Center is used by the disadvantaged in connection with their curriculum. Other responses revealed that the instructors did not know if their students were using the Center. Responses regarding why the Learning Resources Center was not being used were as follows, by rank:

a. no effort to help them

b. lack of trained qualified personnel

c. no materials

d. no student authority to use equipment in labs

e. lack of student interest

f. instructor has no knowledge of the Center

(4) The following programs, if developed, would aid in better training the disadvantaged students in the curriculum. By rank:

a. remedial communications

b. preliminary training

c. learning centers

d. trained personnel

e. group dynamics

f. basic fundamentals

g. placement opportunities (jobs)

h. tutors

i. multi-media communications

j. anything to help them with math

(5) Responses revealed that certificates are given at the successful completion of 15 curricula. They are:

Nursery School
Psychological Services
Architectural Drafting
Nursing
Paint Manufacturing
Public Relations and Journalism
Boys Physical Education
General Secretarial
Legal Secretarial
Medical Secretarial
Medical Office Secretarial
Stage Management and Theater
Acting and Directing
General Office
Computer Technology

(6) The following equipment was recommended to improve instruction of the disadvantaged, again by rank:

a. standard equipment for developing basic skills required for the class.

b. video tape and projectors.

c. audio and video equipment

d. recording equipment

e. work books

f. developmental centers

* * * * *

The fourth phase of the Survey investigated the utilization of Advisory Committees. Listed below are the findings.

(1) Fifteen curricula reported having business and industry advisory committees.

(2) Sixteen curricula reported having a faculty-student advisory committee.

(3) The employers of the disadvantaged students in the various vocational curricula were reported as "types of businesses" rather than specific companies. The following listing indicates where most students are placed:

a. hospitals

b. advertising agencies

c. commercial studios, radio and television

d. insurance

e. banking

f. recreation (civil service)

g. paint manufacturers

h. electronics plants

i. Head Start centers

j. children's centers

k. restaurants

l. theaters

(4) Eight curricula reported having a community advisory committee.

* * * * *

In the Survey, each instructor was asked to make three major recommendations relating to the vocational program in his area. These recommendations are listed below, in rank order:

(1) Better student and teacher equipment
(2) Better education for students in English (reading and writing) and math.
(3) Need for more student contact (counseling of personal problems).

(4) Planned recruitment programs
(5) More financial support
(6) Better entrance exams and aptitude tests
(7) More Learning Resource Center work
(8) Development of job opportunities
(9) Formal recognition of new vocational programs by the entire faculty
(10) Curriculum geared to both the disadvantaged men and women.
(11) Follow-up studies on students
(12) Articulation with four-year institutions
(13) Support of industry
(14) Cooperation between trade unions and schools
(15) Better basic education programs
(16) Higher standards for enrolling
(17) Information about the students from entrance tests.
(18) Smaller class size to work more effectively with the disadvantaged.
(19) Help from the administration in improving our system of identifying and helping the disadvantaged student.
(20) Serious efforts need to be made to place disadvantaged students in programs that would benefit them.
(21) Better recruiting of older women who want to get back into part-time or full-time work.
(22) Recommendations for additional and new curricula included:

Music Department---stock clerk technician
Home Economics---nursery school paraprofessional
    a. cook in nursery school
    b. custodian in nursery school
    c. aide in nursery school
Secretarial Science---MT/ST (automatic typewriter) training

* * * * *

Commendations from the LACC Occupational Curricula Survey

Each instructor was asked to make three major commendations regarding the vocational program in which he is involved. Those commendations went as follows:

(1) Faculty works on the development of curriculum

(2) Disadvantaged are enrolled and employed in our area

(3) Personal attention is given to all students enrolled

(4) Instructional staff is competent and talented

(5) Graduates are highly paid.

(6) Facilities are excellent

(7) Receive cooperation from the College Placement Center

(8) Our employees are satisfied

(9) Help is given to all students

SUMMARY AND CONCLUSIONS FROM THE LACC OCCUPATIONAL CURRICULA SURVEY

Based on the information gathered from the survey, the following conclusions seem to be warranted:

(1) The primary method by which the classroom instructor identifies the disadvantaged is by observation of academic handicaps and personal appearance. It is obvious that this method is inadequate and that instructors need help from the administration and from professional counselors in arriving at a more adequate method.

(2) Because enrollment figures were sketchy, it is difficult to draw any firm conclusions. It can be concluded however, that the observation technique used in the identification of the disadvantaged accounts for the lack of definite enrollment figures on this group.

(3) Records are not generally kept on the number of disadvantaged students completing the vocational programs. Again, this is more than likely due to the lack of formal methods of identification. As a result, instructors rarely know just who the disadvantaged are.

(4) Recruitment into vocational programs is a function of the general college and is not formally attempted by most of the vocational departments.

(5) For disadvantaged students to succeed in vocational programs, it is necessary that he gain basic reading, writing, mathematics, and oral communications skills.

(6) Job opportunity is the primary incentive for the retention of the disadvantaged in occupational programs.

(7) Because of the limited general knowledge about the charateristics and background of the disadvantaged, instructors generally tend to provide the same type of instruction and support services for the disadvantaged as they do for those who are academically capable of succeeding in programs. This becomes evident when one looks at the statistics: most instructors are unaware of the many and varied number of instructional and support services provided by the college, particularly the college Learning Resources Center.

Some Recommendations

1. Establish formal procedures for identifying and recruiting disadvantaged students which include outreach to feeder high schools and the community at large.

2. Establish a vocational guidance center at LACC for the purpose of orientation and dissemination of up-to-date information about employment and employers for the disadvantaged. Space in the center should be provided for individual and group counseling, employer conferences and a career information system.

3. Provide substantial in-service training for all staff, especially Instructors and counselors. Training should provide an insight into the characteristics, needs, and problems of the disadvantaged and effective methods of increasing the achievement of such students.

4. Develop a vocational education orientation and guidance course directed toward the students in the 5th quintile of entering freshmen, in order to acquaint them with status occupations that have upgrading potential for the disadvantaged. The course should include attitudinal change and development, motivation, appearance development, and personality improvement.

5. Recruit and employ a vocational counselor who is experienced, knowledgeable, and committed to meeting the guidance and counseling needs of the disadvantaged.

6. Establish a cooperative working relationship with employers in occupational classifications in the public and private sectors for the purpose of providing meaningful employment for disadvantaged students during the college year and the summer.

7. Recruit one-semester LACC vocational education majors as para-professional counselors, teacher aides, and tutors to accelerate the effectiveness of the vocational guidance center, instructional programs, and simplifying registration and class enrollment procedures.

8. Establish an advisory committee of members of business and industry to supply input for new occupational curriculum designed for the disadvantaged and for updating the present curricula.

9. Employ the services of a job-oriented work-experience coordinator with a knowledge of jobs and employers specifically for the disadvantaged, thereby increasing opportunities for disadvantaged students in employment. Make the students aware of these services.

10. An extended effort of leadership by the college is needed in

projecting occupational education with equal status as the academic program, and at the same time in moving toward an adjusted curriculum to meet the employment needs of the socio-economically disadvantaged.

11. Since standardized tests are not very useful in the assessment of college capability of the disadvantaged, it is difficult to establish expectation levels for these students. Therefore, it is recommended that efforts be directed toward eye-to-eye contact with them, various personal interviews, and the use of tests which reflect personal values and self-concept.

12. Coordinate the efforts of developmental communications, the curriculum coordinator, and the guidance center so that instruction in developmental communications will also offer the minimum basic skills required for entry-level employment.
Instructional materials used in developmental communications should be geared to the interest retention level of the vocational majors. Studies reveal that the students interest in a concrete job situation means that vocabulary, reading comprehension and basic English instruction should be aimed at achieving specific job skills. Computational skills are also upgraded fastest when directly related to the student's occupational choice.

13. Seek new sources of funding to supplement VEA funds in order to provide extended services of a personalized nature to the disadvantaged.

14. Develop a design for follow-up studies on vocational students.

15. Establish a student employment advisory committee on which Mrs. Crocker, the College Placement Officer is a member, for the purpose of discussing job openings and student-employer problems.

16. Develop vocational curricula which more closely meet the job requirements of business, industry and the disadvantaged student.

The model that follows suggests modes of action which might bring about creative answers to these recommendations.

SECTION III

SECTION III

I. COURSES OF ACTION---A MODEL

Introduction

The last section of this report is concerned with delineating a model and projecting a five-year plan for Vocational Education of the disadvantaged at LACC. The model is not meant to be a tool for explicit, point-by-point implementation. It is a guide line, a creative example if you will, of how the information in the report can be utilized in developing more specific programs. The ingredients are there, offered in such a way as to allow the school administration a choice of methods.

The five-year plan, in progressive steps, is an outgrowth of the model. It is offered to assist the administration in determining a positive course of action in Vocational Education by formalizing what is suggested in the model itself.

II. IDENTIFICATION METHODS

Educationally Disadvantaged

The current Los Angeles City College tests (S.C.A.T. and Basic Communication and Computation Skills) identify and define a student's educational attainment. However, another basic skills test, one that indicates grade level ability might be used because, for government and industry purposes, a student is educationally disadvantaged if he reads and computes at a seventh grade level or less. "Hard core" disadvantaged students generally perform basic communication skills at a fifth grade level or less. A recent evaluation of the tests currently being given at Los Angeles City College indicates that needed changes are presently being considered.

Those students scoring in the 5th quintile on the college tests (approximately 15% of the entering freshmen) need a special educational service to enable them to successfully participate in the college program. In fact, there is a serious question as to whether or not they can upgrade their basic skills - in a short period of time - to the degree necessary for success in a program. Therefore, these students should be identified as educationally disadvantaged.

Socially Disadvantaged

This subtle area requires a face-to-face meeting of counselor and student for a realistic identification to occur. The following interview guidelines have been effective in Manpower programs for making this social appraisal; they help identify special need areas.

1. Family Structure
2. Attitude towards his own ability to succeed.
3. Deficiencies in nutrition or problems requiring medical or dental attention, such as:

a) The need for oral surgery.
b) The loss of teeth, making a cosmetic need for replacement.
c) High blood pressure.
d) Emotional disturbances that are obvious.
e) Deep-seated eye diseases and need for glasses.
f) Orthopaedic problems.
g) Weight problems.
h) Any other medical problems which might cause placement difficulty upon completion of training.

4. Negative attitudes towards a school situation.

5. A tendency to speak a special "language".

6. A lack of awareness of the consequences of an action.

7. A tendency to act out and be prone to aggresive behavior.

8. A police record.

9. A history of un- or under-employment.

10. Crowded or unsanitary living conditions.

The current demographic method of identifying students from target area highschools could act as a selective base for identifying priority sub-groupings. It should prove true that these students will have a higher incidence of social disadvantagement than the rest of the student body. Ultimately, the counselor must make the final decision based on his judgement of the student's total needs.

Economically Disadvantaged

Government funding agencies such as the Department of Labor, the Office of Economic Opportunity, and the Department of Health, Education and Welfare have established very definite financial criteria to define the economically disadvantaged. To insure the college of eligibility for such funds, the following is suggested:

Poor Persons: A person will be deemed "poor" if he or she is a member of a family which (1) receives cash welfare payment, or (2) whose annual net income in relation to family size and location does not exceed the following income criteria:

Family Size	Income (Nonfarm)	Income (Farm)
1	$1,800	$1,500
2	2,400	2,000
3	3,000	2,500
4	3,600	3,000
5	4,200	3,500
6	4,800	4,000
7	5,400	4,500
8	6,000	5,000
9	6,600	5,500
10	7,200	6,000
11	7,800	6,500
12	8,400	7,000
13	9,000	7,500

Note: For persons from families with more than 13 members, add $500 for each additional member of a non-farm family. Farm families income criteria will remain 70 percent of the corresponding non-farm families.

(a) Family -- A family consists of two or more persons living in the same household who are related to each other by blood, marriage or adoption. All persons living in one household who are related to each other are regarded as one family.

(b) Family Income -- Family income is the sum of all money received by a family, from all sources. It refers to the sum of amounts reported separately for wage or salary income, self-employment income, and other income.

(1) Wage or Salary Income -- The total money earnings received for work performed by an employee. It is gross income. It represents the amount received before deductions for personal income taxes, social security, bond purchases, union dues, etc.

(2) Self-Employment Income -- Net money income (gross receipts minus operating expenses) from a business firm, farm, or professional enterprize in which a person is engaged on his own account.

(3) Other Income -- Money income received from such sources as net rents, social security benefits, pension, veterans compensation, and periodic income from insurance policies annuities. It includes money received from public assistance, such as welfare payments.

Other Methods

Once the college determines the criteria for defining its disadvantaged students, this process could be shared with feeder high schools. If good liason can be established, the high school counselors might be encouraged to pre-identify disadvantaged pupils who are planning to attend L.A.C.C., obvious problems might be resolved during the summer, prior to college entrance.

Students referred by government agencies such as the Department of Public Social Service, Human Resources Department, and various EYOA programs will have been identified as disadvantaged by these agencies and should be so defined by the college.

Not all students will have a General Equivalency or High School Diploma. It is likely that these students may have a high rate of disadvantagement; however, they may be covered in one or more of the other categories.

Studies indicate that students do not suffer from this separate identification; to the contrary, most Manpower training programs indicate the need for such separate identification before the very necessary special services can be initiated; also, the students seem to thrive on the individual interest they receive as a result of such identification. After these services have been initiated, the student can quickly be brought into the mainstream of college life. Indeed,the very fact that the student is enrolled in a college assumes that he is in the mainstream - according to the Vocational Education Act. But, he may need special supportive services to remain successfully in school.

We have not considered in this report those students who are physically handicapped.

In summation, the disadvantaged student can be identified by interviews, demographic information, economic facts, and his educational ability. Los Angeles City College needs to better identify its disadvantaged students and this can be achieved by recognizing the need for such identification and by activating a plan of special supportive services for those students who have special needs. The administrative procedures for implementing this program should be considered of priority importance, and the college should immediately begin a system of special services for students who have any combination of disadvantagement factors (i.e., poor person who is in the 5th quintile); although supportive services do exist, survey findings indicate that disadvantaged students do not receive their full benefit.

III. COUNSELING AND GUIDANCE----SUPPORT SERVICES

College Orientation

The student must determine his curricula selection within the first week of school - either academic or occupational. In order to help all students in this selection general orientation programs should be designed, during which time the student is tested, interviewed, and introduced to the numerous options available to him at Los Angeles City College. Such an orientation might include general information regarding the school policies, physical facilities, curricula choices, and other pertinent facts of interest to all entering students.

Pre-Vocational Orientation

All disadvantaged students who select the occupational curricula should also participate in a two-week pre-vocational program. Through a series of group discussions, audio-visual aids, employer presentations, and counseling sessions the student shall become informed of his various job options and of the specific steps necessary to achieve them. Prior to completion of this prevocational orientation, an individual student profile, curricula selection, basic skills upgrading, and total vocational plan including work experience, shall be devised by a guidance team in conjunction with the disadvantaged student. This type of planning can best insure the student's achieving his full potential; and, the school can be sure of meeting the individual special needs indicated in this plan.

Disadvantaged Enrolled in Vocational Education

It would be helpful to know the percent of disadvantaged students currently enrolled in the occupational curricula in order to predict whether they comprise a minority or a majority of enrollees. Due to inadequate identification methods, this information is not presently available.

Career Guidance Center

A central vocational guidance and information center needs to be established. This facility, separate from the administration building but central to student activities, should be the hub for:

(1) Dissemination of vocational information through a career information system.

(2) Coordination of work-study and placement activities.

(3) Organization of all vocational counseling and guidance activities.

(4) Development of remedial vocational curricula.

One major flaw in the current system at Los Angeles City College is the compartmentalization of the above activities with no effective coordination. A central facility with a single administrator responsible for the total program might enable the college to more fully utilize its numerous resources for the disadvantaged. The present system often confuses the student who cannot coordinate all of these separate services; for this reason many of the present opportunities are not utilized by the college's disadvantaged students.

(1) Career Information System----Initially, the system should be concerned with the occupational curricula offered at Los Angeles City College. This system can readily be started, in a small way, with the purchase of three microfiche readers, one printer, and three vocational decks -- IBM cards with microfilm occupational information classified by D.O.T. These microfilm readers will allow students, counselors, and instructors easy access to local and national occupation data. The "decks" should be selected for their pertinence to the occupational curricula at Los Angeles City College. Ultimately, such information will be computerized and the possibilities of a state-wide vocational information system should be researched further.

The resources of such a career information system will allow students, counselors and instructors to plan effectively. Other components of this system might include: (1) audio-visual materials, films, tapes, slides, record-slides -- dealing with occupational information; (2) company brochures, union booklets, work applications, employment tests, and generally a library of occupational material related to LACC's curricula; (3) vocational tests, for instance, the General Aptitude Test Battery (coordinated with Human Resources Department) or Gordon's occupational survey; (4) current labor trends and market pattern information which will directly affect the placement of students in specific curricula; (5) employment resources for speakers, plant visits, and interviews; (6) employer expectation or employability classes:

> A general introduction to employer expectations, work habits and work attitudes should be a supplemental part of any vocational program for the disadvantaged. Such a program should be a part of the career information system and should be flexible and occupationally focussed. A comprehensive two-week course in just this should ultimately be considered as a credit unit for each vocational course. Specific work hours, and details of that occupation should be incorporated into a more general information approach: i.e. work applications, the job interview, appearance, proper nutrition, etc.
>
> Such a course to be useful to the disadvantaged needs to carry the weight of a concrete job opportunity with it and should come at the time the student is closest to entering the labor market.

The complete career information system might be under the administration of the Director of this center.

(2) Placement and Work Study

Since the ultimate goal of vocational education is employment, the placement function must also be an integral part of the total vocational plan. If students have been adequately trained, placing them in their chosen field should be automatic. It is for this reason, among others, that placement, guidance and work experience can not be separated. Many programs refer to the placement function as selection and referral because the student must be selected, tested and referred to the proper vocational situation - either training or employment. If selection for the training is proper, and the training sound, employment can almost be guaranteed and in many instances built into the training through work-experience.

Business and industry, according to our survey results, do not consider the community colleges as recruitment sources. This image must be changed. To do so will require an active outreach to the business community. Such an outreach might be accomplished by a field-oriented job developer who would work closely with firms to obtain their interest in LACC students.

Currently, many instructors place their own students which is an acceptable process if adequate communication exists between the instructors and the placement office. Generally such communication becomes bogged down and ineffective; therefore all placement should be processed through the placement office with the instructor initiating any follow-up request from this office he may desire.

In other words, all employer contacts should be made through the single source of the placement office.

All work experience for the disadvantaged should be related to the student's occupational goal. If, for instance, companies can be convinced to sponsor and hire students in each of the occupational programs, the possibility of part-time work related to the academic training would become a reality.

Since almost every disadvantaged student needs financial help to stay in school, why not turn this need into an integral part of vocational training; thus work experience becomes a natural credit extension of the academic program - a drafting major would work in the drafting department of an architectural firm.

To do this will require a well-thought out presentation to a number of major and minor firms; however, with expert help Los Angeles Trade Tech and other vocational training facilities are doing this; the results have been remarkable in terms of increased student motivation, and job/school success.

Certainly the college must offer work experience programs of great flexibility if the needs of disadvantaged students are to be met; the college will have to consider allowing the student to work from 1-5 or from 8-12 in order to meet industry's requests for a 4-hour part-time position; some of these programs might include

(a) cooperative programs with EYOA and other private non-profit agencies for the development of students to meet community public service needs - such as the new careers concept with teacher aides;

(b) summer NAB/Jobs programs for students who only need to work full time in the summer;

(c) employer scholarship programs - student promises 6 months-2 years work for the company in return for expenses of education.

Since this work experience is a part of the students' core program it should be planned during the pre-vocational session and the work experience coordinator (for vocational education) combined with the placement officer and counselor should review and discuss this work experience plan in terms of the students' occupational goals and special needs.

This work-study function can not be separated from the overall approach to the student's needs and should not be an isolated aspect but an integral part of the total vocational plan. The work experience coordinator should inform the counselor of the student's progress so that an up-dated student work profile can be maintained.

(3) Vocational Counseling and Guidance

(a) Counselor Selection

Vocational counseling is a specialty within the whole counseling area and thus requires skills and knowledge specific to this field. Many studies have indicated that a thorough factual awareness of business and industry needs, labor trends, skill training requirements for specific jobs, pay scales, unions, and other occupational information is more useful than traditional counseling knowledge. As a result, many of the experimental manpower training agencies have discarded traditional academic requirements for their vocational counselors while at the same time they have provided intensive in-service training for their academically oriented counselors.

Highly skilled vocational counselors who are also sensitive to the special problems of the disadvantaged should be involved in this program; this can not be stressed too strongly.

The counselors should have available to them student counselors, clerks and tutors, as well as a complete source (library) of vocational information so that their professional time can be fully utilized.

Naturally, each counselor will have their own particular skills to bring to the students as well as their own methods of approach; where possible, therefore, counseling tasks should be aligned with each counselor's special skills.

(b) Counseling Philosophy

Generally, the counseling method proven most effective with the disadvantaged students has been Glasser's Reality Therapy. This method allows the counselor to inform the student of various consequences which might occur with specific choices. It also lets the counselor bring his knowledge and expertise, particularly in vocational areas, to the student in a direct manner.

The more frequently used counseling method, Carl Roger's non-directive therapy, does not require such direct interaction on the part of the counselor.

Because of the disadvantaged students' lack of an information or experience base and because of his need for concrete, tangible help, Glasser's method has proven quite successful. This approach also lends itself quite well to vocational counseling because of the goal to be achieved (i.e., a specific job).

(c) Team Concept

The vocational counselor and the placement office should function jointly in helping the student plan his vocational program. Too often the placement office is not included until the student must exit to a job. Instead, this office must be initially involved with the student's plans because it is the placement office which, through labor market knowledge and business contacts, can most realistically help the counselor in evaluating the student's ability to achieve his vocational goal. Thus the vocational counselor and the placement officer, together with the student aides, the vocational instructors and, when necessary, the developmental communications and learning resources laboratory instructor, form a team which can work with students to help them select a program in which they can succeed.

All information on the student should be readily supplied to the counselor who must be aware of any changes the student makes on an ongoing basis, as well as of the cause for such changes. To facilitate this, students should be assigned to counselors as a result of the student's occupational selection and the counselor should become knowledgeable (with the instructor's help) in this specific area of vocational training. Thus all students in architecture, for instance, might be assigned the same counselor - both continuity and understanding result.

(d) Student/Team Ratio

A vocational guidance team might service 150 students in groups of 10 or 20. Homogeneous background grouping is not necessary but establishing a sense of group pride and understanding is vital. This student/team ratio should be 1:150

if a team consists of one vocational counselor, four student vocational aides, a part-time placement adviser, and a part-time instructional adviser. This will allow a fully professional effort to be made with each individual student.

(e) Agency Referrals

The counselor, once the student has determined a career selection, will be free to help the student resolve the social or personal problems which might prevent him from succeeding. Supportive services in transportation, police difficulties or welfare problems might be necessary according to the individual's need.

All possible community resources should be used and a catalogue of these with the proper mode of referral should be made available to the counselor by the college. If the school district has not yet designed such a referral system, then each counselor could temporarily use

(1) The directory of Organizations in South and East Los Angeles, and

(2) The Welfare Planning Council's Directory of Community Resources.

(f) Testing

The disadvantaged student brings special recognized problems to the test administrator. Because of this student's history of failure on tests, he is apprehensive and often has a self-defeatist approach. Therefore, the explanation of the vocational test should be informal in setting, easy-going in tone, and a firm understanding that failure on vocational aptitude tests is impossible should be communicated to the student. Questions from students should be encouraged and thoroughly answered prior to administering the tests. When possible, test results and their meaning should be shared with the student and related to his occupational goals. The majority of manpower training programs have found these vocational tests valid for disadvantaged trainees:

General Aptitude Test Battery
(administered by the Department
of Human Resources)

Gordon's Occupational Survey

These tests should be administered during the pre-vocational orientation and test results might be used as tools in helping the student shape his total vocational plan.

Certainly the importance of the vocational test results as they relate to the students' potential for particular employment should be shared with the student by the counselor in conjunction with the placement office.

(4) Basic Skills

Los Angeles City College has a developmental communications course meant to upgrade basic skills. Studies indicate that the disadvantaged students enrolled in occupational curricula need to have their developmental communications training related directly to their specific job goals. The multi-media resources of the learning laboratory can be combined with a developmental communications curricula aimed at express occupational basic skills. Such an effort should be coordinated through this central guidance center.

Specific basic education programs should be designed utilizing the programmed learning devices available in the resources lab and utilizing specific job terminology similar to the training devised by the MDTA programs.

For instance, a student needing basic skills upgrading who has chosen the drafting program should receive vocabulary, reading comprehension, sentence structure and all basic English instruction geared towards the actual job of drafting as well as math training related to blue-print comprehension. Many such basic skill programs are currently operative and much curricula material would be transferable should LACC decide to do this. (See the appendix for American Airlines Remedial Education Program.) Inherent in this approach is the need for upgrading of ability to be measured in terms of job capability rather than traditional grade levels. The level of competence needed for a specific job becomes the major consideration and all upgrading efforts are made with this job goal in mind.

Curricula for this type of communication training might be designed by the career guidance center's staff in conjunction with individual instructors.

Contrary to some reports, we believe that curricula change should be signalled by the placement office, in conjunction with the guidance team (including instructors) for that occupational area. This is the office of expert labor information, employment market trends, and close contact with business, industry and government agencies (Human Resources Department). Further, an active employer advisory committee in each of the occupational departments should be established and coordinated through the placement office, with the help of the instructors and counselors in that area. Some such committees already exist. Their purpose is to indicate changing labor trends in their field, inform instructors of job training requirements, and help obtain training equipment or materials. Further, they can

1. Provide continuous communication between the college and business.
2. Help recruit people into the program, disseminate information about the program, and provide assistance in establishing work experience course credits and internship programs.
3. Provide a means of constantly updating the course, its content, instructional methods, etc.

Summation

The fact that guidance, placement, basic skills instruction and counseling all intertwine in meeting the special needs of the disadvantaged, requires the serious consideration of a central career guidance center from which all of these activities can be coordinated. One administrator responsible for this could effectively coordinate the currently compartmentalized service functions for the disadvantaged student.

Funding for such a facility might come from an exemplary program request to the U.S. Office of Education or might be financed from a number of current sources. The Department of Labor's Manpower Administration, various Foundations, or the Office of Economic Opportunity might be approached for funds. Audio-visual equipment needs as well as library needs might be met under LACC's Part IV request proposed under SB 164 for 1970-71; obviously, specific funding is an administrative consideration which we will be glad to research upon request.

Evaluation of the facility and each of its components will be determined by the administration of the Center.

IV. CURRICULA DEVELOPMENT

Introduction

A majority of the existing occupational curricula does not appear to be vocational in nature, but rather focussed on semi-professional attainment, according to a panel of businessmen who reviewed it. (Among companies represented were Hughes, North American Rockwell, American Airlines, Daniel, Mann, Johnson & Mendenhall, Babyline Furniture Corp.)

These men further stated that the College must clearly define and enunciate the role and purpose of Vocational Education in the community college before curricula can reflect this purpose.

Since a number of vocational courses are not transfer able to a four year college, vocational training must be aimed at employment. Curricula, therefore, needs to be focused on the attainment of a job in a specific field---this is quite concrete and accepted by disadvantaged students who tend to be less conceptual in their thought than their more academically successful peers.

It is necessary for Vocational Education to concentrate on the extremely complex training necessary for today's technical jobs, rather than on art, history, or general courses which can not be directly related to the required job skills.

Also, the idea that it takes two years of training to achieve adequate job skills in some fields is erroneous and brings unnecessary hardship on the disadvantaged student who needs immediate employment.

Since it is predicted by the Department of Labor that by 1975, 40% of the increase in the work force will come from minority workers, Vocational Education curricula for the disadvantaged must be both realistic (in terms of labor trends) and relevant (in terms of the student's special needs).

In view of this, the college should review its vocational curricula in terms of student and employer needs; these needs define a clear path for vocational curricula to follow---though not and, as yet, well trod path.

Because Vocational Education Act funds can be utilized for special instructional programs, a review should be made of all the occupational curricula currently offered so that it might be made relevant if it is not already so, to employer needs. At the same time, the student's need for total career development and career education must be evaluated. Possibly some program of continuing education can be coordinated with employers whose prime interest is filling a particular job with a skilled person. Such an effort was not within the scope of this report; however, certain occupations were reviewed in terms of their relevancy to the disadvantaged students special requirements.

Specifically labor trends indicated growth in among others, the following fields, which also have been established as fields of interest to the disadvantaged:

Health
Real Estate
Clerical
Insurance
Finance
Education
Computer Technology
Food Services
Drafting
Government

In the following paragraphs curricula directly related to these labor trends will be more fully defined:

Health

The health field is often chosen as an occupation because of its familiarity to and acceptance of disadvantaged students.

Because of this and because Los Angeles City College now has a highly respected and vocationally successful health program, it seems natural for the college to expand its health training. Three approaches could enlarge the manpower base for entrance and completion of these programs.

(1) A pilot class in the new career occupation of rehabilitation aid might actively recruit students from disadvantaged communities (East Los Angeles and South Central Los Angeles) who have indicated a high degree of motivation and interest in becoming either occupational or physical therapists. Student selection for program participation might be made by the Department of Human Resources. Priority might be given to unemployed nurses aides. The course should be certificated and coordinated with a single hospital ---preferably one close to Los Angeles City College. Training might be short, 1 year in duration, and emphasis might be on supervised work experience.

University of California at Los Angeles in its Allied Health Project under Dr. Goldsmith, is working on the development of a specific Jr. College curricula for rehabilitation aide. This new career is eligible for Public Service Career Program funds---this program will be outlined in the section on Government.

(2) A planned upgrading of Licensed Vocation Nurses who are currently employed at a local hospital would increase the number of registered nurses available to that facility. If the college could offer its Registered Nurse academic training to the hospital in an unusual work-study program (allowing the Licensed Vocation Nurses to continue working for 20 hours a week as Licensed Vocation Nurses) it is possible that these students might be upgraded quickly to Registered Nurse status.

(3) It might be advisable to waive the current entrance examination (a pre-requisite for acceptance into Registered Nurse training) for a small pilot class of highly motivated currently enrolled disadvantaged students to allow them to train for Registered Nurse status.

(4) Typists should be recruited from the secretarial science program to receive training as medical records technicians. Since this field requires medical, computer and secretarial skills a team approach which envolves all three instruction areas should be devised.

In many of these suggested programs existing curricula need not be revised, but a special supportive service (tutoring, counseling, basic communications skills) must be an integral part of all of these courses for the disadvantaged student to achieve success in them. In some rehabilitation aide, curricula will have to be modified or created.

As late as June of this year, the United States Health Department had funds available for the design and implementation of creative programs aimed at bringing more and better qualified manpower into Health occupations.

Real Estate

This growing field often requires sales ability and generally the disadvantaged student does not have the "ego strength" necessary to be an outside sales person. Further, although some progress is being made, many companies would rather not hire a visible minority person in these positions.

Nonetheless technical sales (pharmaceutical,electronic, real estate) is a growing field and offers an immense challenge to any training institution. In California alone, 13,000 new real estate agents will be needed by 1975.

This is a field which needs to be developed for the disadvantaged, and which is not being fully explored at present. Certainly, for an innovative, bold approach to Vocational Education for the disadvantaged this area should be researched further.

The college might develop a program in real estate sales for the disadvantaged which culminates in the students receiving a real-estate license. Such a curricula would require supplementary training in sales psychology, technique and methods. Also some correlation between meeting and selling clients and general "street life" would have to be made. A sample retail sales curricula is in the appendix and while this is not directly applicable, most of the teaching materials are transferable to the Jr. College level.

Clerical

New technology and the more technical skills and terminology required in today's labor market indicate two areas for clerical curricula change: MT/ST operators, Typists-Finance, Typists-Insurance.

None of these courses should require more than 12 months training, and both programs could have as prerequisites, a six month typing course to guarantee certain mechanical skills. Certificates would indicate completion of the training.

The MT/ST machines can be leased from I.B.M. who might also act as the business sponsor for this training and who also might help coordinate work-experience or final student job placement.

Firms should be asked to become directly involved in each occupational specialty (i.e. insurance, finance). The best placement would come from the student's high level secretarial skills combined with the special knowledge of each industry.

Training programs, both institutional and others, have indicated that a 45 word per minute typing speed should be achieved within a maximum of six months of typing training. If the student does not meet this requirement, then perhaps he should not continue in a typing program. Special terminology and general business form can also be learned within six months. This is true only if the student brings an 8th grade reading ability to his training.

A student's success and his reading ability have been closely correlated in clerical training; therefore, students without the basic skills potential will be unable to successfully finish clerical training.

Since this is a major growth field, traditionally open to the disadvantaged, a maximum expansion in training would help meet the projected labor market needs.

Education

The community college should view the shortage of qualified vocational counsellors as a problem to be solved through new career programs.

Counsellor--or vocational--aides should be recruited from current enrollees, as well as from the community. These aides should, through a sequential upgrading in tasks, inservice training, and academic curricula become qualified vocational counsellor technicians at the end of their training.

A career ladder should be designed similar to that for the education aide.

Vocational Aide Training might include the following:

(1) Understanding types of behavior in different situations.

(2) Understanding interpersonal and group dynamics.

(3) Developing goals, attitudes and interests to properly function in society.

(4) Learning general and special job skills.

(5) Learning to accept supervision (authority).

According to a study by the University Research Corporation, the following steps will help the instructor reach and teach "new careerists".

(1) Break Subject Matter into Small Steps.

This provides a means by which to organize lesson plans which will be easy for disadvantaged students to assimilate. Thus the student should focus his attention on only a limited amount of material in a short period of time. Relate this material to the skills required in performance on the job.

(2) Arrange Learning in a Progressive Sequence.

The instructor might start with a series of simple classroom demonstration discussion type experiences, move into supervised skill training and ultimately on-the-job training.

(3) Allow the Student to Progress at Own Speed.

This requires a small class size with extensive use of aides and tutors.

(4) Provide Immediate Feedback to the Student.

In other words, offer rewards and reinforcement to the student's efforts.

(5) Measure achievement on Pre-determined Objectives.

At the start, share with the student the criteria for measurement.

Most important is the development of internship programs which will allow the student a sufficient measure of accredited, practical experience. Community colleges can link these training and education components and also meet their own need for para-professional help.

Computer Technology

A course for training computer program languages would help meet a very great labor need-computer programmers.

Such a course has been designed and put into multi-media form to allow for a programmed learning approach. Mr. Don Love, Los Angeles City College faculty member has the full course outline available for consideration. It is too long and involved for inclusion here; but the multi-media approach utilizing a learning laboratory system of class instruction is very adaptable to the special learning needs of the disadvantaged students.

Very few public education institutions offer this training and yet the labor shortage in this field is considered one of the largest in California.

Drafting

According to numerous studies, most draftsmen need to be proficient in a specialty (i.e. mechanical, architectural, civil, commercial, electrical, map, structural, etc). Therefore, curricula should be designed to meet this job requirement.

The drafting program might be linked to a specific company's on-going specialized drafting manpower needs. Work experience programs could be designed to allow the student four hours of academic training and four hours of actual job training and the company could hire the students full time during the summer. Under certain circumstances, the company might pay the students educational expense through a scholarship fund.

Student's should be recruited by the Human Resources Department and selected by the company from disadvantaged people not previously enrolled in College; thus, the intent to involve previously un-enrolled community residents into the Vocational Educational Program can be partially met.

Food Services

Often disadvantaged students consider the food services field---cooks, waiters, and waitresses---as demeaning.

To overcome this and meet a growing labor need, disadvantaged students should be encouraged to become entrepreneurs. A combination of food service and business management training combined with on-the-job administration training will enable minority students to become food service franchise owners.

A major franchising operation should be encouraged to help design a program for disadvantaged entrepreneurship in this area and specific business training should be designed in franchise management.

Government - New Careers

This is an area of immense growth as indicated by all available studies. Further, this growth has been recognized by legislation creating funds for Manpower Training in Public Sector Jobs.

The Public Service Careers Program is a new manpower program to secure permanent employment for the disadvantaged in public service agencies and to stimulate upgrading of current employees. This program can be briefly explained by the chart on page 29A.

A representative list of public sector jobs as projected by administrators of particular areas of government is in the appendix. This includes a list of jobs which have been developed in new career-type projects in areas related to these personnel needs.

The chart and the lists illustrate the need, recognized by legislators, educators and employers alike for effective education and training in the "growth" occupations of public service.

In view of this, the community colleges can become education and training centers for upgrading existing government employees and for developing new sub-professional employees.

Several program guidelines have been developed by the Institute for Local Self-Government for adaption in the community college system. (See page 29B).

Also potential career ladders and tentative curricula guidelines have been outlined for a majority of these government jobs. These, as well as certificate programs in government service, will become more and more accepted. The following upgrading program suggests

SUMMARY OF PSC PLANS

	Eligible Sponsors	Eligible Clients	Program Concepts
Plan A: Entry and Upgrading in State, County and Local Governments. Funds available: $18 million.	State, county and local governments, and independent special districts.	Entry jobs are restricted to "disadvantaged" persons. Upgrading emphasis is on low income persons.	Federal funds are available to cover the extraordinary costs of removing institutional and individual barriers to employment of disadvantaged persons and upgrading of current employees. Sponsor pays participants' wages. Hire now, train later.
Plan B: Employment and Upgrading in Grant-in-Aid Programs. Funds available: $10.2 million	Same as in Plan A, but must be recipient of Federal grant-in-aid funds. Sponsors will be invited by the Federal grant agency to submit proposals.	Same as in Plan A.	Agreements negotiated at nationa level between DOL and various Federal agencies to build manpower components onto grants-in-aid. After initial arrangements individual projects will be negotiated. Basic concepts are as in Plan A.
Plan C: New Careers in Human Services. Funds available: $14.3 million	Human Service agencies - governmental and private non-profit.	Same as in Plan A although there is no provision for upgrading of current employees. New Careerists are those upgraded.	Standards are those of present New Careers Program. Wage supplement funds are provided. Projects will be largely limited to ongoing non-CEP New Careers projects.
Plan D: Entry and Upgrading in the Federal Service. Funds available: $7.5 million	Federal agencies	As determined by the Civil Service Commission or the agency. Criteria will be similar to "disadvantaged." Upgrading will focus on lower level employees.	Additional employment opportunities to be provided through worker-trainee supplement exam and through new apprenticeship recruitment methods.

LOCAL GOVERNMENT PROGRAM OUTLINE FOR ADAPTION IN THE COMMUNITY COLLEGE SYSTEM

CATEGORIES OF COURSES	OBJECTIVES	TYPES OF COURSES
I. Supportive Courses	Pre-service - Orientation to local government and completion of certain basic general types of courses. In-service - Refresher course in state and local government and basic courses identified in two areas by government officials as essential to effective performance of government employees: Human relations and management (oral and written) communications.	1. State and local government course or related government course (with built in 1-2 week exposure to various types of occupational opportunities and educational resources in local and state government). 2. Management (oral and written) Communications. 3. Human Relations.
II. Technical Courses	Pre-service - Development of skills in government occupations leading to employment in entry level or technical position. In-service - Strengthen and train existing government personnel to better perform existing jobs and prepare for promotional opportunities.	1. Skill courses in Recreation, Government Accounting, Civil Engineering (Government Option), Inspection Services, Planning, Libraries, Police, Fire, Health, Welfare, Community Development, etc. 2. Work experience courses or internship program for on-the-job training of pre-service students.
II. Mid-Management	Pre-service - Develop a knowledge of government administration and supervisory functions. In-service - Prepare present employees for supervisory, staff and administrative positions, particularly at the mid-management levels in local, state and federal government. Develop a better understanding of management functions.	1. Public Administration 2. Organization and Management Theory 3. Public Finance 4. Public Personnel 5. Human Relations 6. Management Communications

typical guidelines that might be followed:

1. A certificate program would be essentially to train people who are currently employed and who want to upgrade their positions.
2. The certificate program should consist of approximately 24 units, three units for each course.
3. The title of the certificate program would be Governmental Supervision and Management.
4. There should be articulation, horizontally and vertically, between community colleges, requesting each college to accept course work in supervision and/or management in the areas of government and/or public service.

Two types of program were recommended. For the college that wants to offer a program specifically for Government Supervision and Management, the core could be:

Core

Introduction to Supervision and Management.
Fundamentals of Public Administration.
Psychology of Human Relations.
Management Communications.
Organization and Management Theory.
Management of Personnel Resources.

Electives

Administration Office Management.
Administration of Financial Resources (Budget and Fiscal).
Introduction to Data Processing.
Public Relations.
Seminar in Government Problems

For the college that wants to offer the generic management core with a government option, the suggested program is:

Management Core

Organization and Management Theory
Oral and Written Communications
Personnel Administration
Human Relations

Government Option

Fundamentals of Public Administration
Administration of Public Financial Resources

Electives

Speed Reading, Data Processing, Statistics, Accounting (Government) and Public Administration Law.

Suggested Community College Curriculum Guidelines

The following courses could provide a core program for a certificate geared to the unique features of mid-management needs in government employment:

Fundamentals of Public Administration I

This course is designed to give the student a basic understanding of principles and concepts underlying the generic field of public administration in federal, state and local government. The development of the basic concepts and principles of public administration: line-staff, span of control, responsibility, accountability, etc., the role of government in a modern society; the relationship of administrative and policy processes; administrative law; the legislative process; the judicial process; the administrative process; the political process.

Fundamentals of Public Administration II

This course may be designed to place particular emphasis on a more specialized area of government, such as municipal government: organization of public agencies; an overview of the staff and line functions of public agencies; intergovernmental relations; new and emerging organizational forms and functions of government.

Fundamentals of Public Personnel Administration

Human resource development; historical development of public personnel administration recruitment, selection, training classification, grievance procedures and related processes of public personnel administration; review and evaluation of various public personnel systems; new concepts in personnel administration; manpower programs; overview of labor relations in government employment.

Fundamentals of Public Finance Administration

Organization and function of fiscal administration; financial planning and control; analysis of the budgeting process; budget preparation; concepts of taxation; revenue sources - property taxes, sales taxes, etc., intergovernmental financial relationships; debt management; data processing applications in fiscal administration; analysis of the fiscal process in various government agencies; purchasing; special assessments; capital improvement budgeting.

Urban Problems Seminar

This course is designed to provide a broad overview of some of the critical social, economic, political and physical urban problems confronting governmental agencies in the cities. It will explore the causative factors underlying the problems, programs and organizations which have been designed to cope with those problems and the roles of the class participants in seeking solutions to those problems. A suggested outline for such a class would utilize regular and guest lecturers, action-oriented workshops and group discussions.

Specific topics might include:

a. The City - A Historical Perspective - Its Raison D'Etre:
   A review of the problems and services provided by early cities; growth trends in the urban areas.

b. Issues and Problems in the City:
   Employment and Manpower Problems; Housing; Crime and Civil Disorders; Minority Relations; Financing Local Government; The Continuing Physical Environment Problems: Traffic, Pollution, Physical Resource Planning; Participatory Democracy and Intergovernmental Relations.

c. New and Emerging Organizations and Programs Solving the Urban Problems:
   Manpower Programs - Educational Resources, Skill Centers, Job Analysis Methods; Various Local, State and Federal Programs.
   Housing - The New Housing Act, Urban Renewal, Public Housing and Subsidies.
   Minority Relations - Human Relations Commissions, Community Action Programs, Experiments with Decentralized and Participatory Democracy, Neighborhood Centers, Ombudsman Concepts and Consumer Problems.
   Organizational Forms of Government for Regional or Metropolitan Problem Solving.
   Crime - The Police Department.
   Financing Local Government - Grants in Aid, New Sources of Revenue.
   Urban Ecology.

d. Private Enterprise and the City
   (1) Utility of Private Involvement
   (2) Roles for Private Enterprise

Written and Oral Communications

This course would provide an integrated approach to preparing correspondence and reports using simple statistical methods as a tool for meaningful analysis and presentation of data in the written report. Emphasis would be on identifying and analyzing a problem, researching the problem, collection and analysis of data, use of charts, graphs and other illustrations, stating alternatives and making recommendations. Oral communications would be developed through presentation of reports in lecture, conference and group workshop sessions. Robert's Rules of Order would be reviewed in the context of conducting group discussions. Agenda would be prepared for conducting meetings and minutes of discussions prepared.

Human Relations or Elements of Supervision

Fundamentals of supervision, employee morale, types of leadership, sensitivity training, role playing, value systems of various clientele groups served by government.

V. IN-SERVICE TRAINING

Los Angeles County has begun a program of in-service training for vocational education staff with its PAVE-UP Conference. One of the primary objectives of this conference was to revitalize and up-date practical arts and vocational education teachers; if educators are to meet the demands of the Vocational Education Act, such training for professionals is vital.

Although PAVE-UP is an excellent first step, the college might wish to consider the need for a series of "orientation" programs for vocational instructors and counselors in order to

(1) sensitize them to the special culture, problems and needs of the disadvantaged,

(2) inform them of specific methods whereby such special needs can be met and

(3) confront them with the changing scope of vocational education for the disadvantaged.

Various workshops could be designed to provide this formal training. These workshops might breakdown stereotypic ideas, increase understanding of the cultural gap between the middle class and the disadvantaged and develop an appreciation for some of these "differences." This should enable both teachers and counselors - through a better grasp of the disadvantaged - to devise more appropriate teaching and counseling methods for these students.

Specifically, business and industry personnel offices should be asked to create a short series of business oriented training forums and tours - to educate the educators.

The college might train vocational counselors by having them work in the placement office for a short time. This would introduce them to the types of jobs open to various students as well as to the employer's requirements (qualifications) for specific positions. This training might also be of benefit to the vocational aides whose job skills must also be upgraded; however, a field placement - possibly in a "poverty" agency - might provide even greater career training for these vocational aides (or new careerists, as they might be called).

The college should also look to its own capabilities for providing in-service training to both public and private sector employees. For instance, an agency might need especially designed academic programs to upgrade new career trainees. The college might design and teach such a program of in-service training (training while on-the-job).

The above suggestions are just that. They are intended to stimulate further thinking and research so that a total in-service training program can be evolved.

V. OUTREACH

The junior college system is particularly cognizant of the need to communicate with and serve the urban community. The disadvantaged community in particular is often difficult to work with because of the hostility toward and suspicion of the education systems found in these communities. To bridge this gap, community public service agencies and the college should design several new career programs which will help upgrade and "reach" community residents. As a result outreach might mean trying to resolve some of the training problems of the community.

The junior college system and the Human Resources Department should coordinate a referral system for disadvantaged community people who need and wish specific occupational training of particular need in the community itself (i.e., small business managers in communities where small businesses are increasing).

The college should also seek out people in business and industry who are to be terminated due to technological changes and who will need re-training to avoid long term unemployment. A joint project of industry-college training was recently funded by the Department of Labor - Manpower Administration. Under contract, the employer provides on-the-job training (O.J.T.) and the college provides the job related academic training necessary for successful employment. The college should definitely reach out for these programs and parenthetically, their accompanying funds.

LOS ANGELES CITY COLLEGE
VOCATIONAL EDUCATION MASTER PLAN

LONG RANGE PLANNING--(Five Year Projection)

Submitted by: Don Love, Consultant

DISADVANTAGED

1970-71 Development of a Vocational Guidance Center for general college and pre-vocational education orientation. Included would be a Library for the purpose of disseminating career information. Staffing of the Center would involve the hiring of a vocational counselor, student counselors, and tutors as well as the use of education aides. Hard and software must be purchased.

Expand and improve Developmental Communications to include new equipment, materials, and curriculum related to basic education skill training related to specific job requirements.

Development of a data collection system programmed to effectively provide statistical data regarding enrollments in specific courses, program placement records, and related information about program operation.

Develop a pilot program in Secretarial Science involving the MTST (Automatic Typewriter) to expand the employment opportunities for the disadvantaged.

Seek sources of funding for student support including work-experience and/or related paid employment.

1971-72 Develop tools and a system of research and follow-up studies to evaluate the above planned program activities.

Expand and improve the Vocational Guidance Center, vocational counseling and tutoring, and work-experience; seek additional sources of funding.

Provide an effective program of in-service-training for instructors, counselors, student counselors and tutors who work with the disadvantaged.

Continue the research and development of innovative methods and materials for use in Developmental Communications, and the Learning Resources

Center related to the basic skill training needed for preparing the disadvantaged for gainful employment.

Develop a Pilot Program in Computer Science (Programmer) to expand the employment opportunities for the disadvantaged. The program requires the rental of special equipment and software.

1972-73 Research and review the local and national occupation trends as a basis of revising the College offerings in order to develop new courses and curricula specifically for the disadvantaged.

Continued evaluation of all supportive services, and pilot programs designed and planned for the disadvantaged--expand and improve where necessary.

Develop an "outreach" recruitment program involving the Department of Human Resources to launch a "new careers" type Pilot in the Nursing curriculum.

Pilot in Nursing involving the recruitment and training of LVN's to the level of Registered Nurse with adequate supportive service to help them succeed in the regular program.

Evaluation and improvement of supportive services, pilot programs, regular vocational programs, Guidance Center, Work-experience, and Job Placement.

1973-74 Expand the occupational programs to include more of the "new careers" concept programs, in areas where labor trends project new job opportunities for the disadvantaged. (NURSING--Rehabilitation Aide)

Continue to seek sources of funding for on-going programs for the disadvantaged and for new programs. Update equipment and materials in the Learning Resources Center.

Develop a closer liason with business and industry, governmental and social services agencies through active advisory committees knowledgeable about employment for the disadvantaged.

Extend the "outreach" program into the community, offer continued vocational training according to community needs with the "new careers" ladder concept in: Insurance--clerical, Real Estate, Finance, Drafting, Education Aide, Human Services, Health Service, and Administrative Aide--Government.

1974-75 The Vocational Education Guidance Center should be a completed model center, with five major component parts: (1) Occupational information, guidance and orientation (2) developmental communications, curriculum development, and support service needed for bridging to an occupational program (3) tutors, vocational counselor, teacher aides necessary to facilitate success in programs and reduce teacher-student ratio (4) Work-experience and Job Placement (5) Library which will give career information.

There should be a data retrieval system programmed to give information regarding enrollment, programs, research for official reports.

There should be an organized training program for all personnel working with the disadvantaged.

There should be an effective "outreach" recruitment program to meet the employment needs of the community, using the combined efforts of the Human Resources Department and other private and public education and training agencies.

LACC should have an effective plan for Work-experience and Job Placement for disadvantaged students, with continued emphasis on seeking out more on-the-job training and experience for students with equal importance on Job Placement.

At this point there should be an over-all evaluation of the Five-Year Plan and goals, and the effectiveness of the Plan in meeting the vocational education needs of the disadvantaged. From the evaluation of the Five-Year-Plan should come recommendations and commendations for the planning and refinement of additional long-range programs.

APPENDIX I

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APPENDIX II

DEFINITION OF TERMS

The terms listed below are defined as used in this report.

DISADVANTAGED. Persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such special programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons. A minimum of 15% of any state's allotment under the Vocational Education Act of 1968 must be applied to the education of the disadvantaged except under special conditions.

VOCATIONAL EDUCATION. Includes field or laboratory work and remedial or related academic and technical instruction which is conducted as part of a program designed to prepare individuals for gainful employment in semi-skilled and skilled positions as technicians or subprofessionals in recognized occupations and in new and emerging occupations, or prepares individuals for enrollment in advanced technical education programs. (May be used interchangeably with occupational education.)

GAINFUL EMPLOYMENT. Employment in a recognized occupation for which persons normally receive in cash or in-kind a wage, salary, fee, or profit.

WORK STUDY. Employment of student in study related work concurrently with on campus instruction. VEA funds provide for assistance to work study programs for personnel to coordinate them, instruction related to the work experience, to reimburse employers for added costs of providing on-the-job training, and for services such as transportation and other unusual expenses to students.

EDUCATIONALLY DISADVANTAGED. Students who have in the past been underachievers but who may be significantly helped by special programs. The definition does not consider economic conditions.

Definition of Terms Continued.

SOCIO-ECONOMICALLY DISADVANTAGED. Students who come from a family which has had a long-term pattern of very low income, lives in a ghetto area, and very likely is a member of a racial or ethnic group.

NEW CAREERS. Training and employment of para-professionals in human service agencies, the jobs have upgrading potential.

APPENDIX III

PERSONAL INTERVIEWS

1. Mr. Gaylord Pitts
   Research and Statistics
   Human Resources Development
   Los Angeles

2. Mr. V. P. Carl
   Executive Vice President
   Institute of Computer Careers
   Los Angeles

3. Mr. Lyman Goldsmith
   Occupational Education Branch
   Los Angeles City Schools

4. Dr. Betty Ellis
   Vocational Guidance Office
   Los Angeles City Schools

5. Mr. Alan J. Tonkins
   IBM Corporation
   Los Angeles

6. Mr. Steve Kaplan
   3-M Company
   Los Angeles

7. Mr. Dwayne Brubaker, Coordinator
   NYC Program
   Los Angeles City Schools

8. Mr. Don Averill
   Vocational Education
   Whittier High School District

9. Mr. Bud Lordbeer
   Vocational Education
   Rio Hondo Junior College District

10. Mr. Don Poole
    Human Resources Development
    Los Angeles

11. Mr. Martin Stone
    Los Angeles Urban Coalition
    Los Angeles

12. Mr. Lou J. Johnson
    Human Resources Development
    Los Angeles

Personal Interviews Continued

13. Mr. McCart, Personnel Director
California State Civil Service
Los Angeles

14. Mr. Ingersall, Counselor Personnel
Los Angeles County Civil Service
Los Angeles

15. Mr. Dick Flenner
Mr. Bob Lopez
East Los Angeles Skill Center
Los Angeles

16. Miss Marjorie Butlesby
Welfare Planning Council
Santa Monica

17. Mr. Brooks Truitt, College Counselor
New Careers and Upward Bound
Los Angeles

18. Mrs. Elsie Bilsky
California Department of Social Welfare
Los Angeles

19. Miss Alice Frazier
WIN Program
California State
Los Angeles

20. Mr. Wolf, Supervisor
Medical and Social Science Department
Human Resources and Development
Los Angeles

21. Miss Toni Alexander, Education Coordinator
WIN Program
Los Angeles County
Los Angeles

22. Miss Diana Barnwell, Personnel Officer
EYOA
Los Angeles

23. Mrs. Barbara Thiese, Executive Director
Welfare Information Service
Los Angeles

24. Mr. John Adams
Urban League Training Center
Los Angeles

L

Personal Interviews Continued

25. Mr. Judson Howard, Field Deputy
Los Angeles City Council, 8th District
Los Angeles

26. Mr. John S. Gibson, Jr.
City Councilman, 15th District
Los Angeles

27. Mr. Jaffee, Head
Human Resources Development
South Central Office
Los Angeles

28. Miss Jean Lovell
Watts Skill Center
Los Angeles

29. Mr. Dave Taxis, Supervisor
Vocational Education
Los Angeles County Board of Education
Los Angeles

30. Dr. B. Lamar Johnson
School of Education
University of California Los Angeles

31. Mr. Louis F. Hilleary, Dean
College Instruction
Los Angeles City College

32. Mr. Robert Holcomb, Dean
Evening Division
Los Angeles City College

33. Mrs. Joan Crocker, Coordinator
Student Employment and Placement
Los Angeles City College

34. Mrs. Hope Holcomb, Dean
College Development
Los Angeles City College

35. Dr. Ben Gold, Research Specialist
Los Angeles City College

36. Mrs. Madelon Haigh
Developmental Communications
Los Angeles City College

37. Mr. Robert Gates
Learning Resources Center
Los Angeles City College

Personal Interviews Continued

38. Mrs. Kathleen Chatterton
Developmental Communications
Los Angeles City College

39. Miss Vauncille Jones, Chairman
Secretarial Science
Los Angeles City College

40. Mr. Byron Holmes, Assistant Dean
Counseling and Guidance
Los Angeles City College

41. Mr. Claude Ware, Director
Student Counselor Assistants
Los Angeles City College

42. Mr. Harry Simonds, District Coordinator
Vocational Education
Los Angeles Junior College District

43. Mrs. Marjorie Gardner, Consultant
Vocational Education
California Community Colleges

44. Mrs. ViVian Neches, Coordinator
Vocational Education
Los Angeles City College

Los Angeles City College

5 NORTH VERMONT AVENUE ● LOS ANGELES, CALIFORNIA 90029 ● Telephone: (213) 663-9141

APPENDIX IV

ADVISORY COMMITTEE

Dear

Thank you for participating in our Employment Advisory Committee meeting of May 6, 1970. As you know, although much was accomplished, the need for another meeting was evident.

This meeting has been scheduled for Wednesday, May 20, at 1:00pm, at 855 No. Vermont, Administration Conference Room 212. At this time a summary of our previous discussion will be available.

We hope this final meeting will cover the following areas:

1) For what specific vocations should we be training - name five.

2) What specific materials/equipment are necessary for an employment guidance center - bring a list.

3) What concrete action can the college take to involve industry more directly with the vocational education program - bring at least five recommendations.

4) How can the college up-date its vocational equipment.

Thank you for your continued interest.

Cordially,

Don Love

Eleanor Hoskins
Consultant

Don Love
V.E.A. Task Force

EH/Dl/jmf

APPENDIX IV

VOCATIONAL EDUCATION ADVISORY COMMITTEE

DISADVANTAGED

1. Mr. Donald Weinhart, Vice President
Baby Line Furniture Corporation
6235 South St. Andrews Place
Los Angeles, California 90047

2. Mr. Henry Knowls
EYOA, Neighborhood Youth Corp Section
314 West 6th Street
Los Angeles, California

3. Mr. J. L. Hillman
Nortrans Corporation, North American Rockwell
531 South Mateo
Los Angeles, California

4. Mr. John Discola
Computerbase Corporation
3810 Wilshire Bouldvard, Suite 1209
Los Angeles, California 90005

5. Mr. John Harris
Hughes Aircraft Company
Box 90515
Los Angeles, California 90009

6. Mr. Bill Reed
American Airlines
7000 World Way West
Los Angeles, California

7. Mr. Lowell Jones
Greater Los Angeles Urban League
2107 West Washington Boulevard
Los Angeles, California 90018

8. Mr. Edward C. Carter
Personnel Administrator
Daniel, Mann, Johnson & Mendenhall
3325 Wilshire Boulevard
Los Angeles, California 90005

9. Mr. John J. Mance, Manager
Industrial Relations
Lockheed Watts Willowbrook
11950 Mona Boulevard
Los Angeles, California 90262

Advisory Committee Continued

10. Mr. John Smith
Cal State Dominguez Hills
1000 East Victoria
Dominguez Hills, California

11. Mrs. Annie Boden
Human Resources Department
161 West Venice Boulevard
Los Angeles, California 90015

12. Mr. Stan DenAdel
Bank of America
1130 South Figueroa
Los Angeles, California

The above committee met on May 6, 1970, their comments and recommendations are contained in the report.

Los Angeles City College

855 NORTH VERMONT AVENUE • LOS ANGELES, CALIFORNIA 90029 • Telephone: (213) 663-9141

April 7, 1970

APPENDIX V

BUSINESS AND INDUSTRY SURVEY

Dear Sir

Los Angeles City College is currently engaged in an extensive study to secure information about the existing vocational and occupational curricula it offers. I have been designated as coordinator of the study in the area of DISADVANTAGED persons.

The objectives of this study are to identify the disadvantaged persons, study the educational needs, to identify creative and effective programs according to the employment openings for the disadvantaged persons, and discover where and in what job classifications employment openings exist for the disadvantaged.

A definition of the disadvantaged we are using is attached. Within this framework, would you kindly answer the questions on the enclosed questionnaire.

Since the study is to be completed in a short period of time, I would appreciate receiving your answers to the questionnaire with the next week. Thank you.

Sincerely

Don Love

Don Love
VEA TASK FORCE--DISADVANTAGED

P.S. I would appreciate any additional information you may have that is related to our study.

APPENDIX V

LACC OCCUPATIONAL EDUCATION SURVEY

LOS ANGELES CITY COLLEGE

March 4, 1970

Dear Chairman,

Enclosed are survey forms designed to gain information about the present Vocational and Occupational Curricula in your Department, as it relates to the DISADVANTAGED student.

The information you supply will be of tremendous value in our effort to evaluate the total Vocational and Occupational Curricula at Los Angeles City College, in the area of the DISADVANTAGED.

There is one survey form for each curriculum in your Department. Fill out each, keeping in mind the curriculum as it applies to the DISADVANTAGED.

Please be as complete and direct as possible: this survey in no way reflects your professional ability or performance.

Return all survey forms to Don Love's mailbox on or before March 19, 1970.

Thank you.

Sincerely,

Don Love

Don Love
VEA TASK FORCE--DISADVANTAGED

LOS ANGELES CITY COLLEGE

1970 Survey of Business and Industry

1. VITAL STATISTICS. Please complete the information requested below:

a. Physical Location
Firm Name____________________
Street Address____________________
City/Town____________________ ZIP__________

b. Telephone Number____________________

c. Name and Title of Chief Executive____________________

d. Line of Business____________________

2. TRENDS IN ENTRANCE LEVEL JOB OPPORTUNITIES. Please indicate the anticipated trends in your entrance level job opportunities over the next two years.

INSTRUCTIONS: On each of the lines 1 through 6, which describes the occupational groupings of your work force, circle the "UP" if the trend is up, "NC" if there is no change, or "DN" if the trend is down.

LINE #	OCCUPATIONAL GROUPING	TRENDS IN JOB OPPORTUNITIES		
1	PROFESSIONAL, TECHNICAL, MANAGERIAL CAREERS	UP	NC	DN
2	CLERICAL AND SALES OCCUPATIONS	UP	NC	DN
3	SERVICE OCCUPATIONS	UP	NC	DN
4	SKILLED OCCUPATIONS	UP	NC	DN
5	SEMI-SKILLED OCCUPATIONS	UP	NC	DN
6	UNSKILLED LABOR	UP	NC	DN

7 COMMENTS ______________________________

____

3. DISTRIBUTION OF EMPLOYEES BY AGE. Please indicate your actual or estimated number of employees by age group, labor supply and labor turnover.

INSTRUCTIONS: On lines below, enter the actual or estimated number of your employees by age group. On these lines, circle the word "SURPLUS" or "SHORT" if the age group is in surplus or short supply. Circle the word "RAPID" or "SLOW" if the turnover rate is rapid or slow, respectively. Make no entries if the labor supply or turnover rate are in balance for that age group.

AGE GROUP	NUMBER OF EMPLOYEES	LABOR SUPPLY CATEGORY		LABOR TURNOVER	
18 & under		SURPLUS	SHORT	RAPID	SLOW
19-21		SURPLUS	SHORT	RAPID	SLOW
22 - 44		SURPLUS	SHORT	RAPID	SLOW
45 - 54		SURPLUS	SHORT	RAPID	SLOW
55 & OVER		SURPLUS	SHORT	RAPID	SLOW

6. COMMENTS: ______________________________

____

4. SEASONAL EMPLOYMENT BY JOB CATEGORY. If your firm does not have seasonal employment, skip to the next page. If it does, please indicate your seasonal employment by job category by season.

INSTRUCTIONS: On each of lines 1 through 6, circle the quarter of the year in which you have a significant seasonal employment for the occupational categories shown.

OCCUPATIONAL CATEGORY NAME	QUARTER			
	JAN FEB MAR	APRIL MAY JUNE	JULY AUG SEPT	OCT NOV DEC
1 PROFESSIONAL, TECHNICAL MANAGERIAL	1	2	3	4
2 CLERICAL AND SALES OCCUPATIONS	1	2	3	4
3 SERVICE OCCUPATIONS	1	2	3	4
4 SEMI-SKILLED OCCUPATIONS	1	2	3	4
5 SKILLED OCCUPATIONS	1	2	3	4
6 UNSKILLED LABOR	1	2	3	4

7 COMMENTS: ______________________________

____

If you would like information about starting a seasonal employment program which emphasizes opportunity for the disadvantaged, please place an "X" in the block to the right. ☐

If you are participating in seasonal employment programs for minorities and the underprivileged, place an "X" in the block to the right. ☐

5. CURRENT AND TREND DISTRIBUTION IN EMPLOYMENT BY SEX. What is the current and trend distribution in your employment by occupational grouping and by sex? What are the trends in this distribution?

INSTRUCTIONS: Please enter the number of your employees on lines 1 through 6 in the "MALE" and "FEMALE" columns. On those lines where entries are made, circle "UP" if the trends in job opportunities are rising; "DOWN" if down; or make no entry if there is no change.

OCCUPATIONAL GROUPING	MALE NUMBER OF EMPLOYEES	MALE TRENDS		FEMALE NUMBER OF EMPLOYEES	FEMALE TRENDS	
1 PROFESSIONAL TECHNICAL MANAGERIAL		UP	DOWN		UP	DOWN
2 CLERICAL AND SALES OCCUPATION		UP	DOWN		UP	DOWN
3 SERVICE OCCUPATIONS		UP	DOWN		UP	DOWN
4 SKILLED OCCUPATIONS		UP	DOWN		UP	DOWN
5 SEMI-SKILLED OCCUPATIONS		UP	DOWN		UP	DOWN
6 UNSKILLED LABOR		UP	DOWN		UP	DOWN

7 COMMENTS: ____________________

____

6. SOURCES FOR ENTRANCE LEVEL EMPLOYEES BY OCCUPATIONAL GROUPING. Please indicate the sources for your entrance level job applicants.

INSTRUCTIONS: On each of lines 1 through 6, which describes occupational groupings in your work force, circle the letters "A" through "J" to show the sources for your entrance level job applicants. If you use another source,, specify it in column "K" and circle the appropriate lines.

OCCUPATIONAL GROUPING	SOURCES FOR ENTRANCE LEVEL APPLICANTS										
	CALIF. STATE DEPT. OF EMPLOYMENT	PRIVATE EMPLOYMENT AGENCIES	SCHOOL REFERRALS	NEWSPAPER ADVERTISING	WALK-IN OR MAIL APPLICANTS	REFERRALS FROM EMPLOYEES	DEVELOPMENT FROM WITHIN	LABOR UNIONS	CONCENTRATED EMPL. PROGRAM OF OEO	COMPANY RECRUITING PROGRAM	OTHER (SPECIFY)
1 PROFESSIONAL, TECHNICAL, MANAGERIAL	A	B	C	D	E	F	G	H	I	J	K
2 CLERICAL AND SALES OCCUPATIONS	A	B	C	D	E	F	G	H	I	J	K
3 SERVICE OCCUPATIONS	A	B	C	D	E	F	G	H	I	J	K
4 SKILLED OCCUPATIONS	A	B	C	D	E	F	G	H	I	J	K
5 SEMI-SKILLED OCCUPATIONS	A	B	C	D	E	F	G	H	I	J	K
6 UNSKILLED LABOR	A	B	C	D	E	F	G	H	I	J	K

7 COMMENTS: ______________________________

____

7. TRAINING ENTRANCE LEVEL EMPLOYEES

1. Does your firm have a recruitment program for disadvantaged employees?

   ________ Yes ________ No

2. Do you have special training programs for the disadvantaged?

   ________ Yes ________ No

   If yes, please attach a copy of the title and description of course contents.

3. If you have a training program for disadvantaged people, how are the participants selected for:
   training--

   employment--

4. Do you have social adjustment programs for the disadvantaged?

   ________ Yes ________ No

   If yes, explain --

5. What existing jobs and job openings do you have in your organization for the disadvantaged?

JOB TITLE	SALARY

6. What new job opportunities will you have for the disadvantaged as result of technology?
   In 1 year:--

   In 5 years:---

8. TRENDS IN EMPLOYMENT OPPORTUNITIES FOR CERTAIN POPULATION GROUPS. Please indicate any significant expansion of job opportunities for the generally underprivileged population groups that you feel will develop over the next two years.

INSTRUCTIONS: On each of the lines 1 through 6 that describe the occupational groupings of your work force, circle the word "UP" under the population group(s) listed to indicate that job opportunities are definitely expanding for that group to a significant degree. Please make no mark where the trend is 'no change' or 'down'.

OCCUPATIONAL GROUP	POPULATION GROUP			
	NEGRO	SPANISH-SPEAKING	ORIENTAL	AMERICAN INDIAN
1 PROFESSIONAL, TECHNICAL, MANAGERIAL	UP	UP	UP	UP
2 CLERICAL AND SALES	UP	UP	UP	UP
3 SERVICE OCCUPATIONS	UP	UP	UP	UP
4 SKILLED OCCUPATIONS	UP	UP	UP	UP
5 SEMI-SKILLED OCCUPATIONS	UP	UP	UP	UP
6 UNSKILLED LABOR	UP	UP	UP	UP

7 COMMENTS: ______________________________

____

9. EDUCATION

1. Describe the types of teaching techniques used in your training programs. (special teaching equipment used, instructional materials, remedial courses, etc.) ________________________________

____

2. What are the minimum educational and technical skill requirements for entry level employment for a 2 year college major in this field? ________________________________

____

3. What can the College do to better prepare our two-year vocational and occupational graduates for work in business and industry? ________________________________

____

4. How can you help us to better prepare our vocational and occupational graduates? (equipment, work-study, exploratory work experience, grants, etc.) ________________________________

____

5. Would your organization be willing to participate as part of a professional advisory committee?

   ________ Yes ________ No

   Suggestions: ________________________________

6. Do you have any research materials that would be of help to us in our Vocational and Occupational Programs? (statistics on employees, etc.)

   ________ Yes ________ No

   If yes, please attach.

7. Would you be willing to offer in-service training and/or work experience for our occupational and vocational faculty?

   ________ Yes ________ No

   If yes please explain ________________________________

   ____

8. COMMENTS: ________________________________

LOS ANGELES CITY COLLEGE

VOCATIONAL AND OCCUPATIONAL CURRICULUM

SURVEY

VOCATIONAL OR OCCUPATIONAL MAJOR______________________________

DEPARTMENT____

DEPARTMENT CHAIRMAN_______________________________________

3-70

CONTENTS

1. IDENTIFICATION

2. INSTRUCTION

3. SUPPORT PROGRAMS

4. ADVISORY COMMITTEES

5. RECOMMENDATIONS AND COMMENDATIONS

If a "YES" or "NO" answer to a question needs to be explained, write a brief statement in the space below the particular question. On the final page summarize the evaluation and list any recommendations. Data given should reflect day and evening school.

DEFINITION: DISADVANTAGED PERSONS

Disadvantaged Persons are persons who have academic, socioeconomic, cultural, or other handicaps which prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs or related services or both in order for them to benefit from a vocational education or a consumer and homemaking education program. The term includes persons whose needs for such programs or services result from poverty, neglect, deliquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from handicaps described in this paragraph.

IDENTIFICATION

YES NO

1. Is the disadvantaged student identified in this curriculum? ______ ______

   If not, explain briefly.____________________

   ____

2 . Who identifies the disadvantaged student?______

   ____

3. How many disadvantaged students are enrolled as majors in this curriculum? ____________

4. What is the total student enrollment? ____________

5. How do you identify the disadvantaged student?

   ____

   ____

6. How can the college help you in identifying the disadvantaged student?____________

   ____

7. Is identifying the disadvantaged student difficult? ______ Yes ______ No

   If you answered YES, explain briefly,__________

   ____

8. What percentage of disadvantaged students complete this departmental major? ____________

9. Do you have a recruitment program? ______ Yes ______ No

   If yes, explain briefly____________________

   ____

10. Are follow-up studies done on disadvantaged students? ______ Yes ______ No

INSTRUCTION

1. What are the BASIC skills that prevent the disadvantaged students from succeeding in this curriculum? List according to degree difficulty.

   ______________________ ______________________

2. What TECHNICAL skills in this curriculum give disadvantaged students difficulty? List according to degree difficulty. ____________

   ____

3. Does the course of instruction lend itself to individual instruction?

   ______ Yes ______ No

4. Does the course of instruction provide for meeting the current employment needs of business and industry for disadvantaged persons?

   ______ Yes ______ No

5. In your opinion, how does the College program in this curriculum compare with that of professional schools?

   ____

   ____

6. What do you recommend in the area of instruction to increase the employability of the disadvantaged student?

   ____

   ____

7. What incentive or recognition is used to promote completion of this curriculum by the disadvantaged student?

   ____

8. Would an in-service training program on the disadvantaged be beneficial?

   ______ Yes ______ No

9. Can business and industry aid you in preparing employable disadvantaged persons?

   ______ Yes ______ No

   If so, how? ______________________________________

10. Are tutors used in this curriculum?

    ______ Yes ______ No

11. If tutors are used, how effective is tutoring?

    ______ Effective ______ Not Effective

SUPPORT PROGRAMS

1. What special or innovative programs do you have to enable the disadvantaged to achieve in accordance to his potential?

DAY____

EVENING____

2. What is the source of funding for the programs named in #1 above?

____

____

3. What innovative or special courses do you have designed to aid the disadvantaged student in the regular curriculum? DAY____________________

EVENING____

4. Do the disadvantaged students in this curriculum use the Learning Resources Center on campus?

______ Yes ______ No

5. If answer is NO in #4 above, explain briefly____________________

____

6. What programs, if developed, would aid in better training the disadvantaged students in this curriculum?____________________

____

7. What equipment or materials do you recommend for the Learning Resources Center that would be beneficial to the disadvantaged students in this curriculum?____________________

____

8. Are certificates given at the successful completion of this curriculum?

______ Yes ______ No

9. What additional classroom training equipment do you recommend?

____

COMMENTS:

ADVISORY COMMITTEES

1. Does this curriculum have a Business and Industry Advisory Committee?

_____ Yes _____ No

If so, list the representatives:

Name of Individual	Company or Business	Telephone

2. What is the name of the local professional organization for this curriculum?

Name of Organization	Address	Telephone

3. Do you have a faculty student advisory committee? _____ Yes _____ No

4. Who are the employers of the disadvantaged students in this curriculum?

Type of Business	Company name

5. Does the curriculum have a Community Advisory Committee? _____ Yes _____ No

COMMENTS:

List three major recommendations relating to this program.

1.

2.

3.

List three major commendations relating to this program.

1.

2.

3.

LOS ANGELES CITY COLLEGE

VOCATIONAL AND OCCUPATIONAL SURVEY

Private Employment Agencies

1. What type of jobs do you handle specifically for the disadvantaged?________________________________

____

2. What are your requirements in placing workers?(Such as basic technical skills and educational needs for various jobs.)

____

____

3. What can the College do to better prepare our two-year vocational and occupational graduates for work in business and industry?

____

____

4. What are the problems in placing disadvantaged people?

____

____

5. Who are the employers of the disadvantaged?________________

____

6. What are some of the new equipment used in business and industry you recommend we use in our training of the disadvantaged?

____

____

COMMENTS:

LOS ANGELES CITY COLLEGE

VOCATIONAL AND OCCUPATIONAL SURVEY

Social Service Agencies

1. What types of educational and training programs do you operate in the Central and South Central Los Angeles area for disadvantaged people?______________________________

2. Please give us specific descriptions of these programs for the disadvantaged.______________________________

3. Describe in detail the methods of teaching techniques used for the disadvantaged. (ie: instructional materials, programmed learning, visual aids-vocationally oriented, ungraded classes, remedial oriented materials.)____________________

4. What is the approximate length of time of different programs?

5. What additional educational and technical skills are needed by the trainees?______________________________

6. In what areas do the trainees live?____________________

7. What specific jobs do you train for?____________________

8. Who are the employers of your trainees?____________________

COMMENTS:

LOS ANGELES CITY COLLEGE

VOCATIONAL AND OCCUPATIONAL SURVEY

1. What are the new industries coming to the Central and South Central area of Los Angeles? Within 1-5 years.

   ____

   ____

2. What are the new opportunities in Employment for disadvantaged persons in this same area as result of:

   a. Diversification______________________

   ____

   b. New technology______________________

   ____

3. What sub-professional jobs in business and industry are available for disadvantaged persons in this same area?

   a. Immediately______________________

   ____

   b. 5 years______________________

4. What is the projected ourlook in community and public service occupations for the disadvantaged in the next 5 years?______________________

5. What research studies are being done by you in the area of disadvantaged persons?______________________

   ____

Please give the source where information may be secured, and send a copy of the studies you have done.

6. What survey and research techniques are used by you in dealing with the area of the disadvantaged?____________________

____

7. In what occupations are there immediate job openings for the disadvantaged person?____________________

____

8. In what occupations will there be job openings for the disadvantaged person in 5 years?____________________

____

9. What is the immediate need for disadvantaged persons in the following specific employment areas:

   a. Computer sciences____________________

   b. Para-medical____________________

   c. Public services____________________

   d. Communications and media____________________

COMMENTS: